



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
24Q143**

SCHOOL NAME : PS 143 – THE LOUIS ARMSTRONG ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q143

PRINCIPAL: SHEILA S. -GORSKI **EMAIL:** SGORSKI@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN



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
Sheila S. -Gorski	*Principal or Designee	ON FILE
Martin McKeown	*UFT Chapter Leader or Designee	ON FILE
Elsa Avalos	*PA/PTA President or Designated Co-President	ON FILE
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Katie Boyajian	Member/UFT Co-Chairperson	ON FILE
Denise Trefon	Member/ UFT Co-Chairperson	ON FILE
Jane Kim	Member/UFT Secretary	ON FILE
Hector Macias	Member/Parent	ON FILE
Victoria Sanchez	Member/ Parent	ON FILE
Silvia Rodrriguez	Member/Parent	ON FILE
Silvia Avelino	Member/Parent	ON FILE

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

Annual Goal #1

- To increase the literacy student achievement of Students with Disabilities (SWD) in grades 2 -5. By June 2012, 5% of Students with Disabilities will increase Fountas and Pinnell reading levels by 1-1/2 years which is approximately 3-4 levels.

Comprehensive Needs Assessment

- The Students with Disabilities subgroup did not make Adequate Yearly Progress (AYP) in the English Language Arts accountability measure.
- After conducting a three-year trend analysis of student performance data on state assessments, it was determined that student groups showed increases in performance on the English Language Arts assessments except for SWD student groups, which has underperformed all other student groups for the past three years.
- With an increase in our SWD population, our school had a need for staff development in addressing differentiation of instruction for SWD.

Instructional Strategies/Activities

- a) Strategies/activities that encompass the needs of identified student subgroups:
- Guided Reading
 - Balanced literacy approach including shared reading, shared writing
 - Teacher Teams will meet to design tasks in all cognitive areas that are aligned to the Common Core Tasks
 - Teachers will implement tasks which include dictation, text aligned illustrations and explicit shared writing
 - Teacher teams will design and utilize tasks that include effective strategies, receptive input (watch and listen) with expressive output (stop and jot)
 - Teachers will use Fountas & Pinnell Benchmark Assessment System levels to identify areas of needs and strengths in order to monitor and adjust their instructional practices
 - Student goals are designed with three interim checkpoints
 - Student conferences will include an array of questioning techniques to prompt low, mid and higher level cognitive processing (thinking) for all students
 - Teacher teams will use a research based rubric (Danielson Framework) to utilize as they design their questioning and discussion techniques

- Accomodation and Differentiation Booklet designed by Special Education Teachers to assist teachers in utilizing strategies for SWD

b) Staff and other resources used to implement these strategies/activities:

- All K-5 Classroom Teachers
- All ESL Self-Contained Classroom Teachers, ESL Teachers and targeted content area specialists
- Reading/Academic Intervention Specialists
- CFN 410 Support Liaisons, Imagine Learning English

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- All teachers participate in weekly Instructional Coherence Meetings to work with coaches and other personnel to review student work and data gathered from the Fountas and Pinnell Benchmark Assessment System
- Feedback surveys are periodically sent out to teacher teams to monitor productivity of teams, suggested professional development sessions and review instructional tasks and expectations
- All constituents meet in teacher teams to contribute ideas to the yearly needs assessment
- Teacher teams meet at least once week to develop assessments and rubrics, review student work and plan next steps for teachers and students

d) Time line for implementation:

Time Frame	Action
Monthly	Collecting and analyzing student work
Monthly	Create sample tasks aligned to our unit of study
On-going	Teacher teams will use a research-based rubric (Danielson’s Framework) to self-reflect and gauge their questioning and discussion techniques
On-going	Progress monitoring utilizing our periodic assessments, beginning of the year goals, mid-year goals and end of the year goals (BOY, MOY, EOY)
On-going	Running Records (December, March, May and progress monitoring every two-three weeks for students performing below grade level)
Weekly	Diagnostic Interviews

Strategies to Increase Parental Involvement

- Meet the Administration Day is held early in the school year to inform parents of the school's academic expectations and to afford parents the opportunity to meet the school administrators and support personnel
- Meet the Teacher Days are held in September to inform parents of grade and classroom academic expectations and goals
- Quarterly PTA – Principal Meetings
- SLT Meetings
- Parent Agendas inform parents of standards, expectations and strategies to support their children's progress
- Parent Coordinator conducts ESL classes for parents two times per week
- Throughout the year, Parent Coordinator Workshops are held to inform parents about ARIS Parent Link, NYS Assessments, Academic Intervention Services, English Language Arts, Mathematics, etc. and how to utilize this information to support the academic needs of their children
- Family Literacy classes utilizing the Rosetta Stone Computer Program are offered each year
- Parent Coordinator Homework Help Program takes place each school day to support families with homework assignments

Strategies for Attracting Highly Qualified Teachers (HQT)

- A three day interview process to hire appropriately licensed teachers
- Developed partnerships with numerous colleges to recruit highest achieving students recently graduated from accredited institutions
- Hire Fellows and utilize the New Teacher Finder
- Continued affiliation with Teach for America
- Utilize funds to defray registration or similar expenses
- Use Danielson's Teacher Framework Rubric as an integral aspect of our interview process

Service and Program Coordination

- Town Hall Guidance Program focuses on building character
- Fostering Academic Management in Education (F.A.M.E.)
- The CFN provides periodic Common Core and Instructional Conversation workshops for administrators, coaches and teachers to promote best practices for teachers of Students with Disabilities

Budget and Resources Alignment

As a Title 1 School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III and human resources to implement this action plan from September 2011 - June 2012 as indicated below:

- Teacher per session for After School and Saturday programs
- Professional instructional materials to support school goals and professional development
- Supervisor per session for After School and Saturday programs

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, teachers of all ELL Classrooms across the grades will fully implement Curriculum Mapping with a focus on Juicy Sentences and academic vocabulary resulting in 10% of targeted students achieving levels 3 and 4 as measured by the Language Acquisition Rubric.

Comprehensive Needs assessment

After conducting a three-year trend analysis of student performance data for the NYSESLAT, it was determined that approximately 20% of LEP students reached proficiency in the reading and writing modalities as compared to approximately 57% of LEP students reaching proficiency in the listening and speaking modalities. In addition, 50% of LEP students in grades 3-5 did not reach proficiency in English Language Arts whereas compared 88% of English Proficient students scored at or above proficiency. Moreover, 65% of LEP students in grades 3-5 scored below proficiency in Math as compared to 28% of English Proficient students. As a result, we have made progress with our ELL subgroup a priority goal for the school year.

Instructional Strategies/Activities

- a) Strategies/activities that encompass the needs of identified student subgroups:
- Explicit instruction in Academic Vocabulary Development (Juicy Sentences, language structures and the application of strategies that are based on the research of Dr. Lily Wong Fillmore)
 - Kindergarten and Grade 1 classes will develop juicy word walls and word rings as they learn the words (Grade appropriate Tier 1, Tier 2, Tier 3 words and academic vocabulary)
 - Grade 2 will develop juicy word baggies driven from texts, reading and writing tasks (Grade appropriate Tier 1, Tier 2, Tier 3 words and academic vocabulary)
 - Grades 3-5 will develop juicy word walls and word baggies and utilize them in their writing tasks (Grade appropriate Tier 1, Tier 2, Tier 3 words and academic vocabulary)
 - Multiple Learning Rounds
 - Open Houses on Juicy Sentences and language structures (Academic Language)
 - Infuse technology in lessons and independent work to support vocabulary development (Imagine Learning English, Scholastic True Flix, Scholastic Book Flix)
 - Language Acquisition Rubric and Content Knowledge Rubric
- e) Staff and other resources used to implement these strategies/activities:
- All ESL Self-Contained Classroom Teachers, ESL Teachers and targeted content area specialists
 - CFN 410 Support Liaisons
 - Imagine Learning English

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal # 3

By June 2012, 10% of targeted level 1 students in grades K-2 will improve their reading levels by 1-1/2 year's growth which is approximately 3 – 4 levels from their Fall Fountas & Pinnell Assessments and Kindergarten Interim Progress Report

Comprehensive Needs Assessment

After analyzing the 2010-2011 student Running Records, it was determined that approximately 46% of students in grades K-2 are reading at level 1. In addition, 17% are reading at level 2. Moreover, 63% of students in grades K-2 are approaching or reading below grade level when assessed with Running Records. As a result, our priority shifted to developing a stronger foundation in reading comprehension and fluency in the early grades to ensure that when entering the testing grades, they are reading at or above grade level.

Instructional Strategies/Activities

- a) Strategies/activities that encompass the needs of identified student subgroups:
- The Balance Literacy Approach (Guided Reading, Shared Reading, etc.)
 - Teacher Teams will meet to design tasks in all cognitive areas that are aligned to the Common Core Tasks
 - Teachers will implement tasks which include dictation, text aligned illustrations and explicit shared writing
 - Grades 1 and 2 teacher teams will design and utilize tasks that include effective strategies, receptive input (watch and listen) with expressive output (stop and jot)
 - Teachers will use our school-specific Kindergarten Interim Progress Report/ F & P levels to identify areas of needs and strengths in order to monitor and adjust their instructional practices.
 - Student goals are designed with three interim checkpoints
 - Student conferences will include an array of questioning techniques to prompt low, mid and higher level cognitive processing (thinking) for all students
 - Teacher teams will use a research based rubric (Danielson Framework) to utilize as they design their questioning and discussion techniques
- h) Staff and other resources used to implement these strategies/activities:
- All K-2 Classroom Teachers
 - All ESL Self-Contained Classroom Teachers, ESL Teachers, and targeted content area specialists

- Reading/Academic Intervention Specialists
 - CFN 410 Support Liaisons, Imagine Learning English
- i) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
- All teachers participate in weekly Instructional Coherence Meetings to work with coaches and other personnel to review student work and data gathered from the Fountas and Pinnell Benchmark Assessment System
 - Feedback surveys are periodically sent out to teacher teams to monitor productivity of teams, suggest professional development sessions and review instructional tasks and expectations
 - All constituents meet in teacher teams to contribute ideas to the yearly needs assessment
 - Teacher teams meet at least once week to develop assessments and rubrics, review student work and plan next steps for teachers and students
- j) Timeline for implementation.

Time Frame	Action
Monthly	Collecting and analyzing student work
Monthly	Create sample tasks aligned to our unit of study
On-going	Teacher teams will use a research based rubric (Danielson’s Framework) to self-reflect and gauge their questioning and discussion techniques
On-going	Progress monitoring utilizing our periodic assessments, beginning of the year goals, mid-year goals and end of the year goals (BOY, MOY, EOY)
On-going	Running Records (December, March, May and progress monitoring every two-three weeks for students performing below grade level)
Weekly	Diagnostic Interviews

Strategies to Increase Parental Involvement

- Meet the Teacher Days are held in September to inform parents of grade and classroom academic expectations and goals
- Quarterly PTA – Principal Meetings
- Parent/Student Agendas include information to assist parents in monitoring student independent reading levels and text characteristics
- SLT Meetings
- Parent Agendas inform parents of standards, expectations and strategies to support their children’s progress
- Parent Coordinator conducts ESL classes for parents two times per week
- Throughout the year, Parent Coordinator Workshops are held to inform parents about ARIS Parent Link, NYS Assessments, Academic

Intervention Services, English Language Arts, Mathematics, etc. and how to utilize this information to support the academic needs of their children

- Family Literacy classes utilizing the Rosetta Stone Computer Program are offered each year
- Parent Coordinator Homework Help Program takes place each school day to support families with homework assignments

Strategies for Attracting Highly Qualified Teachers (HQT)

- A three day interview process to hire appropriately licensed teachers
- Developed partnerships with numerous colleges to recruit highest achieving students recently graduated from accredited institutions
- Hire Fellows and utilize the New Teacher Finder
- Continued affiliation with Teach for America
- Utilize funds to defray registration or similar expenses
- Use Danielson's Teacher Framework Rubric as an integral aspect of our interview process

Service and Program Coordination

- Title III Supplementary Program for ELLs supports language development, literacy and content area academics for these students
- Town Hall Guidance Program focuses on building character
- Fostering Academic Management in Education (F.A.M.E.)
- The CFN provides periodic Common Core and Instructional Conversation workshops for administrators, coaches and teachers to promote best practices for teachers of Grade K-2

Budget and Resources Alignment

As a Title 1 School-wide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Share Funding, Title III and human resources to implement this action plan as indicated below:

- Before and After School programs
- Saturday ELL Academy utilizing Title I funds
- Books, materials and supplies for use with students
- Professional development

ACADEMIC INTERVENTION SERVICES (AIS)

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	60	50	N/A	N/A	4			
1	89	45	N/A	N/A	5			
2	170	90	N/A	N/A	6			
3	100	70	N/A	N/A	5			
4	164	135	34	112	7			
5	125	77	51	128	12			
6								
7								
8								
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.).

<i>Name of Academic Intervention Services (AIS)</i>	Description
ELA:	Focused, skilled-based instructional supports provided by licensed Reading/Intervention Teachers, Intervention Specialists, Rosetta Stone, Raz Kids, Study island, Smart Board Notebook Software, Wilson Program, Foundations, Imagine Learning English, Great Leaps, Leapfrog, Moving Into English, Guided Reading, Buddy Reading (Fluency), Graphic Organizers and Rewards are used during small-group instruction, one-to-one tutorials and by Concept Leaders. Instructional support is provided during the school day, Before and After School and during the Saturday Program.
Mathematics	Focused, skills-based instructional supports provided by Intervention Specialists, Aha! Math, Study Island, Smart Board Notebook Software, Great Leaps, Leapfrog, 24 Game Math Club, Math Partnerships/Triads, Graphic Organizers and Vocabulary Word Maps are used during small-group, one-to-one, tutorials and by Concept Leaders. Instructional support is provided during the school day, Before and After School and during the Saturday Program.
Science	Aha! Science, Study Island, Rand McNally Classroom Resource, SmartBoard Notebook Software, Renzulli (during the day, small group, one-to-one, at home) and Curriculum Mapping support resources. Instructional support is provided during the school day, Before and After School and during the Saturday Program.
Social Studies	Tracks and Tunnels (LaGuardia) and teacher-made materials are used during small-group instruction, Renzulli (during the day, small group, one-to-one, at home), Study Island, Rand McNally Classroom Resource and Curriculum Mapping support resources. Instructional support is provided during the school day, Before and After School and during the Saturday Program
At-risk Services provided by the Guidance Counselor	Character Education and Making Character Count, Building Self-Esteem, Violence is Wrong, Respect Curriculum, Stop Bullying, Stand-Up-Speak-Out, Building Good Character, Town Hall, Guidance Intervention Groups and Great Leaps are used during small-group instruction and one-to-one sessions during the school day.
At-risk Services provided by the School Psychologist	N/A

At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

School Parent Involvement Policy

I. General Expectations

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child and the carrying out of other activities

II. Description of How School Will Implement Required Parental Involvement Policy Components

- Parent Workshops
- ESL Lessons
- Family Literacy Programs
- Saturday classes
- Test preparation
- Parenting skills
- Health issues
- Building reading skills
- Parent-Teacher Conferences
- ELL parent orientation meetings
- Extracurricular activities for students and parents are offered on an ongoing basis
- Parent Coordinator works closely with parents and helps them understand school policies
- The Bilingual Coordinator provides ongoing parent meetings with parents on ways to help their children succeed
- The Administration provides ongoing parent surveys for parental feedback
- The Administration works closely with parents and offers a variety of activities that foster parent participation in the school
- Keep parents informed of all school activities
- Maintain records of attendance of all meetings, parent-teacher conferences and workshops for parents
- Evaluate the effectiveness of parent workshops given by the Parent Coordinator
- Translate all documents into parents' home language
- Encourage staff to participate in school activities held after school

P.S. 143Q provides the following necessary technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Computer workshops
- Surveys that measure parent satisfaction with translations and programs
- Provide orientation workshops on health issues that allow parents to communicate with the school nurse and discuss the needs of their children
- The Bilingual Coordinator provides translations for parents on a daily basis
- The Parent Coordinator provides English lessons for parents
- All staff members provide a welcoming environment for parents in an effort to maintain a positive relationship with the school community

School-Parent Compact

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:

School Responsibilities

P.S. 143Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards by providing staff development to all staff and by hiring highly-qualified teachers
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall of 2011 and spring of 2012.
3. Provide parents with frequent reports on their children's progress. Specifically, the school provides reports as follows: Report Cards are distributed to parents in November, March and June.

4. Provide parents reasonable access to staff. Specifically, staff is available for consultation with parents as follows: Meet the Teacher and Meet the Administration Night yearly during the fall semester, Parent-Teacher Conferences in the fall and spring and parent conferences during teacher preparation periods.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows: Open School Week and Meet the Teacher.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy in an organized, ongoing and timely manner.
7. Involve parents in the joint development of any School Wide Program plan (for SWP schools) in an organized, ongoing and timely manner.
8. Provide information to parents of participating students in a comprehensible and uniform format, including alternative formats upon the request of parents with disabilities and, to the extent practicable, in a language that parents can understand.
9. Provide parents with a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to meet.
10. At the request of parents, provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions.
11. Provide to each parent an individual student report about the performance of their child on the State assessments.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices received by my child or by mail and responding, as appropriate.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Complete our homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- Immediately give all notices and information received from the school to our parents/guardians.
- Obey school policy
- Wear our school uniform on a daily basis.
- Follow the discipline code.

**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 Chris Groll/Altagracia Santana	District 24	Borough Queens	School Number 143
School Name Louis Armstrong School			

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

Principal Sheila Gorski	Assistant Principal Adis Rodriguez
Coach Maria Frias/Testing Co.	Coach Alma Delucia/ Data Manager
ESL Teacher Yvette Rodriguez/Bilingual Co.	Guidance Counselor type here
Teacher/Subject Area Jorge Silva/ Social Studies	Parent N/A
Teacher/Subject Area Jane Kim/ ESL	Parent Coordinator N/A
Related Service Provider N/A	Other Rebecca Heyward/ Educ. Adm.
Network Leader Altagracia Santana	Other Clara Manzano/IEP Teacher

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	18	Number of certified bilingual teachers	10	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	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	13		

D. School Demographics

Total number of students in school	1668	Total Number of ELLs	541	ELLs as share of total student population (%)	32.43%
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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. 

1) Our Registration Team consists of: Mrs. S. Gorski, Principal; Mrs. Adis Rodriguez, Assistant Principal/Registration Team Leader; Mr. Petrocelli, Assistant Principal/Registration Team Leader; Mr. Paingankar, Assistant Principal; Mr. Berger, Assistant Principal; Therese Reyes, Pupil Accounting Secretary; Cori Knupfer, School Secretary; Clara Manzano, IEP Teacher; Maria Frias, Testing Coordinator; Ellis Otiniano, Intervention/AIS Specialist, Evelyn Roldan, Parent Coordinator; Yvette Rodriguez, Bilingual Coordinator; RosaLaura Anton, AIS Reading Teacher and Alma DeLucia, Data Manager. The team assists with the intake process of our newly admitted students. The Bilingual Coordinator, the IEP teacher, the Intervention specialist and the AIS Reading teacher administer the Home Language Identification Survey (HLIS) and an informal oral interview in English is also given to the newly enrolled student. Those students that are identified as ELLs according to the HLIS form indicating a home language other than English are assessed by using the LAB-R exam. If a student is a Spanish speaker and did not pass the English LAB-R, the student will also take the Spanish LAB-R. Students are placed within ten days of enrollment in the appropriate program. Parents may opt out of the Transitional Bilingual Education Program but may not opt out of ESL instruction. Students who are identified as English Language Learners according to the RLER report will take the New York State English as a Second Language Achievement Test (NYSESLAT) every April until they score at the proficient level. The RLER report is used to determine LAB-R and NYSESLAT eligibility. Students that are placed at the P.S. 143 Annex are registered in the main building and the same procedure is followed.

2) A Parent Orientation is provided during the month of October. Additional ongoing orientation sessions are held throughout the year for all parents of students in K-5. All program placement options are presented to the parents. The meeting focuses on familiarizing the parents with the New York City School system and explaining ELL program options. The parent orientation video is available in various languages, this video provides parents of newly enrolled ELLs in the New York City school system with information about their right to choose educational options for their child. Parents are provided with brochures, available in various languages, that explain the three program models: Transitional Bilingual Education Programs, English as A Second Language Programs and Dual Language Programs.

Additionally, parents are provided with an explanation of the State and City Standards, the core curriculum, assessments, student expectations, general educational program requirements and school policies.

3) Entitlement letters are distributed to all ELL students. Copies of these letters are made and are kept on file in the "Data Room" (Room 311). Students scoring at the proficient level in the NYSESLAT will receive a non-entitlement letter while those students who did not score at the proficient level will receive a Continued Entitlement Letter. Parent Choice Surveys/Program Selection forms are returned during Parent Orientation. The NYSESLAT is given during the spring to all eligible ELL students identified through the LAB-R and HLIS form.

4) Once the identification of ELL students is determined by the results of the LAB-R assessment, parents are invited to an orientation meeting where ELL program options are explained. When placing students into ELL programs, we take into consideration parent

requests, as indicated on survey forms, student interviews and LAB-R results. All communication with parents is provided in parents' native language and in English. After consultation with all staff involved, grade supervisors place the student in the appropriate setting.

5) A significant majority of ELL parents this year have requested an English As Second Language Program which is designed to develop skills in listening, speaking, reading and writing in the target language. The Dual Language Program offered in grades K-4 has been requested by many parents in our school community.

6) Program models offered in our school are aligned with parent requests. The majority of our parents request a freestanding ESL program. Due to parent requests, Dual Language classes are available in grades K- 4. The Dual Language Program has been expanded from previous years due to overwhelming request by parents as well.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	2	2	2	2	2									10
Freestanding ESL														
Self-Contained	0	4	1	2	3	3								13
Push-In	4	2	6	4	2	2								20
Total	6	8	9	8	7	5	0	0	0	0	0	0	0	43

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	541	Newcomers (ELLs receiving service 0-3 years)	391	Special Education	58
SIFE	0	ELLs receiving service 4-6 years	150	Long-Term (completed 6 years)	

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	39			20						59
ESL	352		33	130		25				482
Total	391	0	33	150	0	25	0	0	0	541

Number of ELLs in a TBE program who are in alternate placement:

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	EL	EP																
Spanish	15	35	18	29	8	38	10	35	7	39									58	176
Chinese	0								1			0							1	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	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 L	EP																		
TOTAL	15	35	18	29	8	38	10	35	8	39	0	0	0	0	0	0	0	0	59	176

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 236

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 1

Asian: 1

Hispanic/Latino: 178

Native American:

White (Non-Hispanic/Latino):

Other: 1

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	89	108	47	94	94	74								506
Chinese	9	7	2	6	6	1								31
Russian														0
Bengali														0
Urdu														0
Arabic	2				1	1								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	100	115	49	100	101	76	0	541						

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 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

1a) The organizational models available to ELLs include push-in classes (co-teaching), Dual Language (DL) and Free Standing ESL for ELLs in classes with English Proficient (EP) students.

1b) The program model varies according to the specific ELL program. Spanish speaking newcomers who are at the beginner and intermediate level according to their LAB-R and/or NYSESLAT scores, form self-contained ESL classes. DL classes consist mainly of Spanish speaking students with a strong foundation in their native language who scored at an advanced level on the NYSESLAT or LAB-R. Students in freestanding ESL classes are heterogeneously grouped according to their LAB-R and NYSESLAT scores. All qualified teachers use ESL methodology throughout the content areas to build academic language.

2a) Students in Freestanding ESL, push-in ESL and DL classes who scored at the beginning and intermediate levels on the NYSESLAT receive the required 360 minutes per week of ESL instruction from the classroom teacher. Dual language students receive 360 minutes of Spanish language instruction on alternate days. Students in ESL or ELL classes who scored at the advanced level on the NYSESLAT receive the required 180 minutes per week of ESL instruction from the classroom teacher or a push-in ESL teacher, along with the 180 minutes per week of ELA instruction from the classroom teacher. Students in the freestanding ESL and push-in ESL program who scored at the advanced level on the NYSESLAT receive the required 180 minutes per week of ESL instruction from the classroom teacher. ESL providers complete congruence sheets on a weekly basis to ensure the mandated number of instructional minutes are delivered.

3) Content area instruction is delivered in compliance with the legislative mandates and directives for each ELL program as described in CR Part 154. Dual Language students received content area instruction where the teacher utilizes the workshop model in both English and Spanish. Kindergarten students in Dual Language receive one 45-minute period each week of science and social studies as do students in first, second, third and fourth grades. The Instructional language varies based on the side by side model of English and Spanish on alternating days. Math and literacy instruction in Dual Language classes likewise varies with alternating patterns of English and Spanish

A. Programming and Scheduling Information

where students are instructed also using the workshop model with the Teachers College Reading / Writing Project, components of Balanced Literacy, and Everyday Math. Students receive ten 45-minute periods of literacy per week and ten 45-minute periods per week of math. Cluster teachers instruct students who receive one 45-minute period each week of Science and one 45-minute period each week of Social Studies. Also, students receive one period of Science and of Social Studies each week taught by the classroom teacher using the side

by side method. The methods used within the Dual Language classes are based upon studies of Dr. Lily Wong-Fillmore (deconstruction and reconstruction of subject matter) as well as Curriculum Mapping. Science and Social Studies instructional time allocation each week conforms to CR Part 154 requirements. Students in the English As A Second Language classes receive the same number of minutes per week of these content area instruction. Math and ELA instructional time allocation in ESL classes is 45-minute periods per day within the workshop

model TCRWP, Balanced Literacy and Everyday Math.

4) ELLs are appropriately evaluated in their native language through the use of the Spanish LAB-R when entering the New York city school system. EL SOL is used in Dual language classes in grades K-3 and the Evaluación del Desarrollo de la Lectura 2 (EDL 2) is used in classes with native language.

5a) Currently, we have no SIFE students. However, the following programs and interventions are available should any SIFE students be enrolled throughout the school year: morning programs, extended day, after school programs, Saturday programs and AIS programs. In addition, teachers would implement other strategies to help these students move forward such as establishing partnerships in the classrooms. Flexible and differentiated groupings could be established to meet these students' needs. ESL and AIS teachers could push-in to provide additional support for these students. At-risk counseling would be provided by our Guidance Counselor, Intervention Specialists and Parent Coordinator.

5b) Newcomers with less than three years in a U.S. school are generally placed in a push-in ESL program or a self-contained ESL class at the parent's request. A Saturday Academy for ELLs is offered for newcomers. Instructional software such as Imagine Learning English is available for all students and has proven to be effective at all levels of English Language acquisition. In addition, all remedial ELA and Math Before and After School Programs are offered to all students including newcomer ELLs and especially those who will be ELA tested after one year. In Grade 3, students utilize the supplemental iZONE personalized learning system delivered through the Pearson Success Maker curriculum and our Grade 5 students utilize the full time iZONE personalized learning system delivered through Time to Know (T2K) curriculum. Newcomers have access in their classrooms to books in their native language, they also use glossaries, word to word dictionaries, translated computer software, picture dictionaries and multicultural texts. They are further supported through partnerships and a "buddy system."

5c) AIS services including remedial reading programs such as Wilson Reading System, Imagine Learning English, Awards, and Rosetta Stone are provided for ELLs who have been receiving services for four to six years. In addition, these students are invited and encouraged to attend all remedial ELA and Math Before and After School Programs as well as Saturday Academy programs.

5d) Currently, we have no long term ELLs (over six years). However, if any were to arrive during the school year, we have AIS teachers in place to provide intensive remedial support using a variety of programs. In addition, these students would be invited and encouraged to attend all remedial ELA and Math before and after school programs as well as Saturday Academy programs.

6) Teachers of ELL-SWDs differentiate instruction for students based on their individual needs. Specific strategies used by teachers include careful scaffolding of lessons, repeated small group demonstration, total physical response (TPR), sketching, and personal word walls in their folders. Materials that teachers use include leveled book libraries, guided reading book sets, and math manipulatives. These strategies and materials provide ELL-SWD students with the necessary individual, visual, and tactile experiences that they need to accelerate English language development.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

A. Programming and Scheduling Information

classroom environment. Mandated services can also be provided at opportune times so that there is minimal disruption to the academic program.

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.) P.S.143 offers numerous interventions programs to our ELL population including those students classified within subgroups of newcomers, long term ELLs and SWDs. For literacy intervention to improve reading , writing skills and strategies in math we offer Wilson Reading System , Fountas and Pinell Benchmark Assessment System, Imagine Learning in English, Smartboard Notebook software, Raz-Kids, Leap Frog School House, iRead, Great Leap Reading, Rosetta Stone in English, Spanish or Chinese, Study Island, Rewards, Renzulli Learning, Aha! Math, Aha! Science, Awards, and Words Their Way. To help our ELL students to become proficient in English, we have implemented the following programs during the school day, extended day, and Saturday Academy. Science intervention programs include Aha! Science, Study Island, Rand McNally classroom resource, Smartboard Notebook software, Renzulli Learning and Curriculum Mapping resources. Social Studies intervention programs include, Renzulli Learning, Study Island, Rand McNally classroom resources and Curriculum Mapping resource support. ELL students are also receiving personalized intervention programs such as Pearson Success Maker and Time to Know in Reading and Math. All intervention programs are offered in English.

9) Former ELLs in our school receive continued support for two years after they achieve proficiency on the NYSESLAT. These students are invited to attend all intervention programs before and after school that will enhance their academic and language skills. These students are mandated participants in our Extended Day program that provides tutorial support by AIS providers, ESL providers and classroom teachers. Former ELLs receive testing accommodations for two consecutive years after becoming proficient in the NYSESLAT.

10) Thus far, the programs in place at P.S.143Q have proven success in improving students' academic skills and language development. To further achievement, we will be analyzing the results of the NYSESLAT to enhance the instruction provided to our ELL population. In addition, we will be implementing Aha! Math, Aha! Science, and Imagine Learning English for comprehension.

11) At this time, no programs serving our ELL population will be discontinued. NYSESLAT and in-house diagnostic tests will be reviewed to determine the needs of ELL students and the continuation and revision of programs.

12) All school programs offered to our non-ELL student population are offered to our ELL student population. These include before and after school remedial programs, Title III supplemental programs and enrichment programs such as Art, Music, Dance, participation in our Dance Festival, Theatre Works Performances and ballroom dancing.

13) To provide support and strengthen instruction for our ELL population, we have implemented the following programs: Morning program focusing on reading and language acquisition, extended day programs focusing on language development acquisition through literacy, Saturday program focusing on math and language development. Additional support is provided by push in ESL, and AIS teachers. The 37.5 minute period is also available to our ELL students. The following technology programs are utilized: Imagine Learning English, Pearson Success Maker, Time to Know, Rosetta Stone, Destination Math, Dual Language Libraries and Curriculum Mapping in Science and Social Studies.

14) Our Dual Language classes will serve both language minority and language majority students in the same classrooms. Fifty percent of the students will come from each language group. Students will be instructed in both languages according to the side by side model alternating days of instruction in the targeted language from the beginning of the school year. The goal of this program is for students to

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.
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9) Former ELLs in our school receive continued support for two years after they achieve proficiency on the NYSESLAT. These students are invited to attend all intervention programs before and after school that will enhance their academic and language skills. These students are mandated participants in our Extended Day program that provides tutorial support by AIS providers, ESL providers and classroom teachers. Former ELLS receive testing accommodations for two consecutive years after becoming proficient in the NYSESLAT.

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11) At this time, no programs serving our ELL population will be discontinued. NYSESLAT and in-house diagnostic tests will be reviewed to determine the needs of ELL students and the continuation and revision of programs.

12) All school programs offered to our non-ELL student population are offered to our ELL student population. These include before and after school remedial programs, Title III supplemental programs and enrichment programs such as Art, Music, Dance, participation in our Dance Festival, Theatre Works Performances and ballroom dancing.

13) To provide support and strengthen instruction for our ELL population, we have implemented the following programs: Morning program focusing on reading and language acquisition, extended day programs focusing on language development acquisition through literacy, Saturday program focusing on math and language development. Additional support is provided by push in ESL, and AIS teachers. The 37.5 minute period is also available to our ELL students. The following technology programs are utilized: Imagine Learning English, Pearson Success Maker, Time to Know, Rosetta Stone, Destination Math, Dual Language Libraries and Curriculum Mapping in Science and Social Studies.

14) Our Dual Language classes will serve both language minority and language majority students in the same classrooms. Fifty percent of the students will come from each language group. Students will be instructed in both languages according to the side by side model alternating days of instruction in the targeted language from the beginning of the school year. The goal of this program is for students to achieve mastery of all subject areas in both language (Spanish and English). Native language support may be given in Free Standing ESL programs in a variety of ways. Native language libraries and textbooks are available for ELLs who require their support. Technology based

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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11) At this time, no programs serving our ELL population will be discontinued. NYSESLAT and in-house diagnostic tests will be reviewed to determine the needs of ELL students and the continuation and revision of programs.

12) All school programs offered to our non-ELL student population are offered to our ELL student population. These include before and after school remedial programs, Title III supplemental programs and enrichment programs such as Art, Music, Dance, participation in our Dance Festival, Theatre Works Performances and ballroom dancing.

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14) Our Dual Language classes will serve both language minority and language majority students in the same classrooms. Fifty percent of the students will come from each language group. Students will be instructed in both languages according to the side by side model alternating days of instruction in the targeted language from the beginning of the school year. The goal of this program is for students to achieve mastery of all subject areas in both language (Spanish and English). Native language support may be given in Free Standing ESL programs in a variety of ways. Native language libraries and textbooks are available for ELLs who require their support. Technology based programs such as Imagine Learning English and Rosetta Stone also offer native language support. In addition, classroom and support

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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

- 1) EPs and ELLs will receive the same amount of instructional time in the target language based on the side-by-side model of instruction of the Dual Language classes. This model consists of fifty percent of Spanish instruction and fifty percent of English instruction.
- 2) EPs and ELLs are integrated throughout the entire school day and year. All content areas are integrated within the daily instructional program so that EPs and ELLs are acquiring both languages simultaneously.
- 3) In the side-by-side model, two groups of students receive instruction from two teachers, a Bilingual (Spanish) teacher and a Common Branch teacher. Each class alternates teachers who use a specific language of instruction for the entire school day. For example, group A will receive instruction in English from the English language teachers in his/her classroom while group B will receive instruction in Spanish from the Spanish language teacher in his/her room. The next day, group A and B will switch. Through this model, each group alternates English and Spanish days. All content areas are taught in both languages on alternate days.
- 4) The side-by-side Dual Language model is being used in our school.
- 5) In the Dual Language program, both languages are taught simultaneously to each class.

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.

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Town Hall - All Staff Members PS 143Q

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Connecting the Common Core State Standards to Academic Language - All Staff Members

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Tuesday, September 27, 2011

ELL Curriculum Mapping Team Meeting ELL Team Administration & Coaches PS 143Q

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Thursday, October 13, 2011	Open House “Juicy Sentences” – Ms. Murphy All Available Staff Members PS 143Q
Friday, October 14, 2011	Phase 1: New Grant Participants Ms. Thoma Hunter College
Wednesday, October 19, 2011	Strengthening Student Work Through Strengthening Teacher Practice (Dr. Lily Wong-Fillmore) Coaches, Administration, ELL Curriculum Mapping Team, CFN & CFN Schools PS 143Q
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Friday, October 21, 2011	Open House – Destination Math Grade 2 – Mrs. Cook All Available Staf PS 143
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	“Excel Basic” Open House All Available Staff Members PS143Q

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

1) Parent involvement is crucial for English Language Learners to achieve proficiency in the English Language. All information and notifications are provided to parents in their home language. Accommodations for other students who speak other languages are made available as needed. Workshops are offered to provide parents with assistance to ensure their child's social and academic success. The Parent Coordinator offers a variety of workshops. These workshops provide parents with an overview of the ELA, Math, NYSESLAT and Science Test. During the workshops, parents learn how to help their children prepare for these tests and gain an understanding of the purpose of these tests. English As A Second Language workshops are also offered in which parents are given the opportunity to learn how to read, write and speak the English language. A Homework Club is also offered five days a week and parents are instructed on how to help their children with their school assignments. Every month parents are able to attend four workshops on different topics related to their child's education. The school's nurse offers a variety of workshops on how to care for children with asthma. She also provides instruction on proper children's hygiene. Family nights will take place throughout the school year. The school works closely with parents and offers a variety of activities that foster parent participation. We also provide parents with an opportunity to meet the administration of the school which includes the Principal, Assistant Principals, Guidance Counselors, Coaches and Coordinators.

2) The Parent Coordinator acts as a liaison to community-based organizations servicing the parents of P.S. 143 including parents of current and former ELLs. The Parent Coordinator provides the Family Literacy Program to strengthen parents abilities to support their children as they experience the school's curriculum in their own learning. The school nurse coordinates workshops addressing health issues of students such as dental hygiene, flu prevention, asthma, eye care and other issues.

3) Parental needs are reviewed and evaluated by means of a parent survey given by the Parent Coordinator. Issues, needs and concerns are then communicated to the school administration who will take these into consideration when planning future schoolwide events and activities. The School Leadership Team includes parent representatives that communicate issues and concerns with school staff on an ongoing basis.

4) Parental involvement activities are derived from the results of parent surveys. The activities are closely designed to align with the needs expressed in the parent survey. For example, the Parent Coordinator sponsors a Homework Club to teach the parents how to assist the children with homework.

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	

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.) P.S.143 offers numerous interventions programs to our ELL population including those students classified within subgroups of newcomers, long term ELLs and SWDs. For literacy intervention to improve reading , writing skills and strategies in math we offer Wilson Reading System , Fountas and Pinell Benchmark Assessment System, Imagine Learning in English, Smartboard Notebook software, Raz-Kids, Leap Frog School House, iRead, Great Leap Reading, Rosetta Stone in English, Spanish or Chinese, Study Island, Rewards, Renzulli Learning, Aha! Math, Aha! Science, Awards, and Words Their Way. To help our ELL students to become proficient in English, we have implemented the following programs during the school day, extended day, and Saturday Academy. Science intervention programs include Aha! Science, Study Island, Rand McNally classroom resource, Smartboard Notebook software, Renzulli Learning and Curriculum Mapping resources. Social Studies intervention programs include, Renzulli Learning, Study Island, Rand McNally classroom resources and Curriculum Mapping resource support. ELL students are also receiving personalized intervention programs such as Pearson Success Maker and Time to Know in Reading and Math. All intervention programs are offered in English.

9) Former ELLs in our school receive continued support for two years after they achieve proficiency on the NYSESLAT. These students are invited to attend all intervention programs before and after school that will enhance their academic and language skills. These students are mandated participants in our Extended Day program that provides tutorial support by AIS providers, ESL providers and classroom teachers. Former ELLs receive testing accommodations for two consecutive years after becoming proficient in the NYSESLAT.

10) Thus far, the programs in place at P.S.143Q have proven success in improving students' academic skills and language development. To further achievement, we will be analyzing the results of the NYSESLAT to enhance the instruction provided to our ELL population. In addition, we will be implementing Aha! Math, Aha! Science, and Imagine Learning English for comprehension.

11) At this time, no programs serving our ELL population will be discontinued. NYSESLAT and in-house diagnostic tests will be reviewed to determine the needs of ELL students and the continuation and revision of programs.

12) All school programs offered to our non-ELL student population are offered to our ELL student population. These include before and after school remedial programs, Title III supplemental programs and enrichment programs such as Art, Music, Dance, participation in our Dance Festival, Theatre Works Performances and ballroom dancing.

13) To provide support and strengthen instruction for our ELL population, we have implemented the following programs: Morning program focusing on reading and language acquisition, extended day programs focusing on language development acquisition through literacy, Saturday program focusing on math and language development. Additional support is provided by push in ESL, and AIS teachers. The 37.5 minute period is also available to our ELL students. The following technology programs are utilized: Imagine Learning English, Pearson Success Maker, Time to Know, Rosetta Stone, Destination Math, Dual Language Libraries and Curriculum Mapping in Science and Social Studies.

14) Our Dual Language classes will serve both language minority and language majority students in the same classrooms. Fifty percent of the students will come from each language group. Students will be instructed in both languages according to the side by side model alternating days of instruction in the targeted language from the beginning of the school year. The goal of this program is for students to

B. Programming and Scheduling Information--Continued

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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)?
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PS 143Q

Tuesday, September 27, 2011

ELL Curriculum Mapping Team Meeting ELL Team Administration & Coaches PS 143Q

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) Professional development is an ongoing endeavor for all ELL personnel and is provided throughout the school year by district officials, Principal, Assistant Principals and Coaches. ELL teachers attend professional development provided by the OLL, NYS Spanish BETAC, at Hunter College as well as in-house during Faculty Conferences and Grade Conferences. Teachers also attend a weekly Instructional Coherence period to collaborate in creating rigorous, assessment-based tasks which are aligned to the Common Core Learning Standards. In addition, teachers participate in instructional conversations about the City-wide Instructional Expectations and develop strategies to allow all students access to the curriculum, including our ELLs. For all Professional Development sessions, agendas and sign in sheets are kept in a file. The main focus is ESL instruction in the use of Academic Language and to differentiate instruction. Following is a list of all Professional Development for the school year 2011-2012:

Tuesday, September 6, 2011	Citywide Expectations - All Staff Members PS 143Q
Wednesday, September 7, 2011	Common Core Standards / Shifts & Initiatives - All Staff Member PS 143Q Fountas & Pinnell Benchmar Assessment Program - New Teachers and Teachers New to Grade Curriculum and Workshop Model - New Teachers PS 143Q Common Core Tasks and Considerations - All Staff Members PS 143Q Growing Opportunities for Enrichment through Enjoyment, Engagement and Enthusiasm - All Staff Members PS 143Q Accommodations & Differentiation Booklet - All Staff Members PS 143Q Town Hall - All Staff Members PS 143Q NYC Dept. Of Education Expectations & Danielsons Framework for Teaching Competency - All Staff Members PS 143Q Depth Of Knowledge - All Staff Members PS 143Q Connecting the Common Core State Standards to Academic Language - All Staff Members PS 143Q
Tuesday, September 27, 2011	ELL Curriculum Mapping Team Meeting ELL Team, Administration & Coaches PS 143Q
Monday, October 3, 2011	Three Elements to Ensure Success with our Students All Staff Members PS 143Q
Tuesday, October 4, 2011	Open House – “Juicy Sentences” – Mrs. Bonnenfant All Available Staff Members PS143
Wednesday, October 5, 2011	Neufeld Math Training - Mr. Wukovits
Thursday, October 13, 2011	Open House “Juicy Sentences” – Ms. Murphy All Available Staff Members PS 143Q
Friday, October 14, 2011	Phase 1: New Grant Participants Ms. Thoma Hunter College
Wednesday, October 19, 2011	Strengthening Student Work Through Strengthening Teacher Practice (Dr. Lily Wong-Fillmore) Coaches, Administration, ELL Curriculum Mapping Team, CFN & CFN Schools PS 143Q
Wednesday, October 19, 2011	S. Turso/H. Florkowski
Friday, October 21, 2011	Open House- “Juicy Sentences” –Ms. Bonnefant All available staff P.S. 143Q
Friday, October 21, 2011	Open House – Destination Math Grade 2 – Mrs. Cook All Available Staf PS 143
Wednesday, October 26, 2011	NYSSA Training Amy Rivituso
Thursday, October 27, 2011	AUSSIE Training Jennifer Rodriguez
Thursday, November 3, 2011	Student Discipline Code All Staff Members PS 143Q
Thursday, November 3, 2011	Open House- “Juicy Sentences” – Mrs. Bonnenfant All Available Staff PS 143Q
Thursday, November 3, 2011	Open House- “Juicy Sentences” – Mrs. Rosenthal All Available Staff PS 143Q
Thursday, November 3, 2011	Amy Rivituso Kelly Osso St. Francis College
Friday, November 4, 2011	Phase 1: New Grant Participants Ms. Thoma Hunter College
Friday, November 4, 2011	Special Education Department Professional Development with David Berkowitz All Special Education Staff Members PS 143Q
Tuesday, November 8, 2011	Depth of Knowledge All Staff Members PS143Q Questioning & Discussion Techniques All Staff Members PS143Q Fountas & Pinnell Benchmark Assessment System All Staff Members PS143Q Implementing Juicy Sentences All Staff Members Item Analysis All Staff Members PS143Q Confratute Part Two All Staff Teachers PS 143Q
Friday, November 18, 2011	Phase II: Lead Math Teachers Mrs. Pirreca Hunter College

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	Implementing Juicy Sentences All Staff Members
	Item Analysis All Staff Members PS143Q
	Confratute Part Two All Staff Teachers PS 143Q
Friday, November 18, 2011	Phase II: Lead Math Teachers Mrs. Pirreca Hunter College
	“Excel Basic” Open House All Available Staff Members PS143Q

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

1) Parent involvement is crucial for English Language Learners to achieve proficiency in the English Language. All information and notifications are provided to parents in their home language. Accommodations for other students who speak other languages are made available as needed. Workshops are offered to provide parents with assistance to ensure their child's social and academic success. The Parent Coordinator offers a variety of workshops. These workshops provide parents with an overview of the ELA, Math, NYSESLAT and Science Test. During the workshops, parents learn how to help their children prepare for these tests and gain an understanding of the purpose of these tests. English As A Second Language workshops are also offered in which parents are given the opportunity to learn how to read, write and speak the English language. A Homework Club is also offered five days a week and parents are instructed on how to help their children with their school assignments. Every month parents are able to attend four workshops on different topics related to their child's education. The school's nurse offers a variety of workshops on how to care for children with asthma. She also provides instruction on proper children's hygiene. Family nights will take place throughout the school year. The school works closely with parents and offers a variety of activities that foster parent participation. We also provide parents with an opportunity to meet the administration of the school which includes the Principal, Assistant Principals, Guidance Counselors, Coaches and Coordinators.

2) The Parent Coordinator acts as a liaison to community-based organizations servicing the parents of P.S. 143 including parents of current and former ELLs. The Parent Coordinator provides the Family Literacy Program to strengthen parents abilities to support their children as they experience the school's curriculum in their own learning. The school nurse coordinates workshops addressing health issues of students such as dental hygiene, flu prevention, asthma, eye care and other issues.

3) Parental needs are reviewed and evaluated by means of a parent survey given by the Parent Coordinator. Issues, needs and concerns are then communicated to the school administration who will take these into consideration when planning future schoolwide events and activities. The School Leadership Team includes parent representatives that communicate issues and concerns with school staff on an ongoing basis.

4) Parental involvement activities are derived from the results of parent surveys. The activities are closely designed to align with the needs expressed in the parent survey. For example, the Parent Coordinator sponsors a Homework Club to teach the parents how to assist the children with homework.

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)	41	79	28	11	7	5								171
Intermediate(I)		47	35	27	20	13								142
Advanced (A)		5	38	26	62	42								173

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	41	131	101	64	89	60	0	0	0	0	0	0	0	486

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	3	2	1	0	5							
	I	29	6	2	1	3	6							
	A	55	52	22	35	14	25							
	P	48	65	48	73	80	39							
READING/ WRITING	B	70	27	11	7	5	10							
	I	46	36	27	20	13	20							
	A	5	30	26	60	41	31							
	P	6	33	10	23	38	14							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	30	54	23	0	107
4	8	56	26	0	90
5	24	34	6	0	64
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	10		73		29		1		113
4	10		35		44		7		96
5	19		37		14		4		74
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	9		24		25		3		61

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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)	0	0	7	9	0	2	10	16
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?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Louis Armstrong School</u>		School DBN: <u>24Q143</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sheila Gorski	Principal		10/28/11
Adis Rodriguez	Assistant Principal		10/28/11
	Parent Coordinator		
Yvette Rodriguez/Bilingual Co.	ESL Teacher		10/28/11
	Parent		
Maria Frias/Testing Co.	Teacher/Subject Area		10/28/11
Jorge Silva/Social Studies	Teacher/Subject Area		10/28/11
Alma DeLucia/ Data Manager	Coach		10/28/11
	Coach		
	Guidance Counselor		
	Network Leader		
Kelly Osso	Other <u>ESL/Teacher</u>		10/28/11
Jane Kim	Other <u>ESL/Teacher</u>		10/28/11
Clara Manzano	Other <u>IEP Teacher</u>		10/28/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q143 **School Name:** Louis Armstrong

Cluster: Chris Groll **Network:** 410

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.

The parent coordinator along with the school leadership team has analyzed data that provides us with information on the effectiveness of our written translations and oral interpretation for all parents. Based on interviews with parents we find that parents are very satisfied with the translations that are taking place in our school. Parents have expressed to us that they are well informed on all aspects of their child's education. Our population consists mostly of Hispanic students, therefore translations are made for the community language which is Spanish, as per Chancellor's regulation A-663. Other language translations are made upon demand using the telephone translation unit or in-house sources.

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.

Translations are accurate and consistently provided throughout the school year. A team of Bilingual Spanish teachers and a Bilingual Chinese teacher provide translations for the community during parent interviews, conferences, parent orientations and meetings. Twice a year during parent/teacher conferences a team of translators are hired from Legal Interpreting Services to assist parents and teachers during the conferences. Telephone translations are also made accessible to parents by using the translation unit from the Department of Education. Informational school policies are posted at school entrances in the main eight languages as recommended by the Department of Education. P.S. 143Q has high quality bilingual professionals such as: the Principal, Assistant Principals, Guidance Counselors, Psychologist, Bilingual Coordinator and classroom teachers who are willing to help with any translation needed. During gatherings and conversations with parents they have expressed great satisfaction with the language translation and interpretation in our school. The parent coordinator provides translations during parent workshops and ensures that all correspondence sent to parents is translated into parents' native language.

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.

P.S.143 will continue to provide necessary written translations services to all parents of the community in order to ensure that they receive all school information on time. All correspondenc, report card, surveys, and documentation related to students' education are translated into Spanish, which is the language of the community and other languages as well. This service facilitates communication between the community and the staff members of our school. The school Principal is responsible for identifying all documents requiring translation of other languages and assigns them to various Bilingual staff, which includes the Bilingual/ESL Coordinator, the Parent Coordinator and Bilingual teachers. All documents are approved by the Principal prior to distribution.

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.

Oral interpretation services are provided for Parent/Teacher Conferences, visitation with the guidance counselors, schoolwide events and medical visits. Ongoing translations services ensure that the parents are well informed of their child's educationall progress and have a high level of communication with the school staff and administration. All services are provided by in house staff members and outside contractors as well as telephone translation services.

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>.

P.S. 143Q provides written notification to all parents who require language assistance. This notification describes the rights and responsibilities that parents have regarding translations and interpretation. This notification is posted in the parent coordinator's office which is located on the third floor of the school's main building. Signs directing parents to this written notification are posted in the school's main office, mini building, annex and the school's main lobby. The link to the Chancellor's Regulation A-663 is provided on the school's home page. The language interpretation plan has been implemented and addresses the procedures to follow in order to ensure that every parent receives language assistance as needed.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Louis Armstrong School	DBN: 24Q143
Cluster Leader: Chris Groll	Network Leader: Altagracia Santana
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 15
of certified ESL/Bilingual teachers: 8
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 143 will provide many instructional supplemental programs for our ELL population throughout the 2011-2012 school year. English Language Learners will attend an Early Bird Program, After School Program and Saturday Academy beginning January 2012. The Early Bird Program will be held every Tuesday and Wednesday for one hour for students in the early grades. This program will focus on the studies of Dr. Lilly Wong-Fillmore; deconstruction and reconstruction of "Juicy Sentences" and academic vocabulary. The After School Program will focus on developing and strengthening language, reading comprehension, and fluency as well as math skills. The use of ESL methodologies during individual and small group instruction. This program will be offered to ELL students in grades 3-5 and will meet three days a week for an hour and a half each session. ELL students will be invited and encouraged to attend our Saturday Language Skills Academy. This program will be offered to all ELL students in grades K-5, beginning in January for three hours each day. The main focus of this program is to improve academic language. Teachers differentiate instruction for students based on their individual needs. All teachers of these programs are ESL certified and will use English as the main language of instruction. In order to facilitate academic language, vocabulary development, reading skills and reading comprehension, the following supplemental materials, among others, will be utilized throughout the programs: computerized/software programs such as Study Island, Imagine Learning, Renzulli, Aha! Math and Aha! Science. In addition, other materials will include reading and supplemental materials from Kaplan, Rally Coach and Attanasio.

Part C: Professional Development

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

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

Begin description here:

Throughout this school year 2011-2012, we will support our ELL personnel with a variety of Professional Development. These Professional Development programs will be offered for self-contained classroom teachers as well as push-in ESL teachers. Professional Development will enhance and improve delivery of ESL instruction by improving academic language with the use of differentiated instruction. These are given by the School Professional Development Team which consists of Coaches, Assistant Principals, Principal and by the school's consultants, CFN support staff and external professional development training, Hunter College and St. Francis College. During the school day, Professional Development sessions on "Juicy Sentences" are offered to ESL instructors. All teachers, including ESL instructors, are

Part C: Professional Development

also invited to attend Open-House sessions on "Juicy Sentences" given by certified ESL teachers. These ongoing sessions are posted in our weekly Newsletter and will be held throughout the school year. The following Special Education workshops will be offered to our ESL instructors through our Network support: Classroom Management in an Inclusive Classroom - this Professional Development was offered on October 7, 2011. Ms. Fisher and Ms. Garcia-Bencomo attended, both ESL teachers. Co- Teaching Models and Support Structures in Classrooms With More Than One Adult - this Professional Development will be offered on January 26, 2012. Ms. Apostolopoulos, an ESL certified teacher will be attending. Collaborative Planning in an Inclusive Classroom Environment - this Professional Development will be held on February 15, 2012. Ms. Apostolopoulos will attend. The following workshops will be offered by Hunter College: ELL/ Special Needs - Ms. Kim, an ESL teacher, will attend this Professional Development. The following workshops will be offered by St. Francis College: Common Core Learning Standards - this Professional Development was held on November 3, 2011. Mrs. Osso, an ESL teacher attended. The following workshops were offered by A.U.S.S.I.E consultants: Read Aloud and Common Core State Standards. These were provided on October 3, 2011 for all ESL teachers. On September 7, 2011, ELL teachers participated in the provided following Professional Development Common Core State Standards - Shifts and Initiatives, Connecting the Common Core State Standards to Academic Language, Fountas and Pinnell Benchmark Assessment. The Fountas and Pinnell Benchmark Assessment links assessment to instruction along the continuum of literacy. All Professional Development are provided for a full school day with the exception of in-house workshops which lasted one school period.

In addition as part of our Professional Development plan for all teachers we have secured six (6) half-day sessions to provide additional Professional Development in aligning our curriculum to the Common Core State Standards. These half day sessions will be held from December 2, 2011 to April, 27 2012 as the following dates: Friday, December 2, 2011, Friday, December 23, 2011, Friday, January 13, 2012, Friday, February 17, 2012, Friday, March 23, 2012, Friday, April 27, 2012

Part D: Parental Engagement Activities

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

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

Begin description here:

Our Parent Coordinator, Evelyn Roldan, provides many workshops throughout the school year to parents of ELLs. A Homework Club is offered to all ELL parents every Monday through Thursday from 2:30 p.m. to 3:30 p.m. throughout the entire school year. We also provide ESL classes to parents on Mondays and Wednesdays for one hour. These lessons are offered from September through June. The Parent Coordinator, along with a representative from Health Plus, offer life skills workshops. These workshops will teach and make parents aware of diseases that may affect their health and their children's as well. A variety of workshops are offered to parents on a monthly basis for an hour and a half. The following are some of the topics that will be addressed: AIS, Common Core State Standards, NYSESLAT, ELA Test, Math Test, ARIS, computer skills, bullying, school safety and iZONE- Time to Know.

Part D: Parental Engagement Activities

Letters inviting parents of ELLs will be sent via postal mail/home via backpacks and postal mail. In addition we utilize Global Connect, our mass phone message system to keep parents apprised of various school wide events including opportunities for parental involvement.

Part E: Budget

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

Allocation Amount: \$0

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