



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** MASPETH ELEMENTARY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 24Q153

**PRINCIPAL:** SUSAN BAUER      **EMAIL:** SBAUER@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
Susan Bauer	*Principal or Designee	
Diane Chiauuzzi	*UFT Chapter Leader or Designee	
Kerry Murtha	*PA/PTA President or Designated Co-President	
Oonagh Turritto	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Mary Ann Barnes	Member/Parent	
Alexis Corbisiero	Member/Parent	
Joann Berger	Member/Parent	
Miriam Amaro	Member/Parent	
Josephine Saia	Member/Teacher	
Kathy Anderson	Member/Teacher	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

- By June 2012 teachers in grades K-6 will engage students in written and oral response to fiction and non-fiction texts, across content areas, a minimum of 3 times a week, as evidenced by lesson plans, student work, and teacher observations.

### ***Comprehensive needs assessment:***

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

- As a result of the alignment of the current units of study to the Common Core Learning Standards (CCLS) in literacy along with an analysis of the results of the New York State ELA Test and a review of our curriculum maps over the past year it was determined that greater emphasis on critical thinking and written response was needed to help students meet the rigorous demands of the CCLS.

### **Instructional strategies/activities:**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

#### **By June 2012 the following steps will be taken to attain this goal:**

- Members of the Literacy Cadre will identify and share specific strategies for teaching reader's response
- Curriculum maps will be revised to reflect an integration of reading response strategies across disciplines
- All teachers will incorporate the Columbia Teachers College "Flip It" strategy to provide a common structure for responding to fiction and non-fiction text.
- Student work will be collected and analyzed three times a year
- Observations and walkthroughs will be conducted with a focus on student's response to text
- During monthly grade meetings teachers will reflect/discuss/plan instructional strategies/practices to strengthen readers response
- Conduct professional development sessions focused on response to text
- Inquiry Teams will employ readers response strategies in interventions related to their inquiry focus

### **Strategies to increase parental involvement**

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

- For the academic year 2011- 2012 we are no longer designated as a Title 1 School- therefore this item is not applicable.

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

- For the academic year 2011- 2012 100% of our faculty is highly qualified.

**Service and program coordination:**

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

- In compliance with NCLB the following services are provided and funds have been allocated to support students (including students in targeted subgroups SWDs, ELLs, Students in Temporary Housing) towards meeting this goal:

-Funds set aside for Students in Temporary Housing

-Guidance Counselors see At-Risk students and conduct lessons on Bullying, conflict resolution and child abuse funded by tax levy funds

-Free breakfast program

-Title III After School and Saturday Program

-Title II A-used to fund Teacher positions

- Project Arts Program contracts with various arts organizations to provide arts education for students in the visual and performing arts

-Arts Connection DELLTA : Developing English Language Literacy through the Arts Grant

-Title III Translation Service-Funds used to translate written communication to parents and to provide translation at PTA meetings and parent workshops

**Budget and resources alignment:**

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

Fair Student Funding, Title II A, Title III Translation

- Allocated funds for f-status teacher in order to schedule grade assemblies for teachers to meet on and across grade levels to review student work
- Schedule common preps to allow for collaborative planning among teachers
- Funding for classroom teachers
- Per Session and per diem funds allocated for professional development
- Allocation of funds to purchase additional non-fiction resources

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal:**

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

- By June 2012, 20% of literacy and math units will include a culminating task and rubric aligned with CCLS, as evidenced in the school's curriculum maps.

### **Comprehensive needs assessment:**

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

- In an effort to meet and exceed the New York City's Chancellor's 2011-2012 Instructional Expectations for NYC Public Schools with regard to the CCLS we will collaboratively design and incorporate a culminating task for units of study in literacy and math.

### **Instructional strategies/activities:**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- Literacy members will utilize the Sample Tasks from Appendix B from the CCLS to assist in designing performance tasks in reading and writing
- Math Cadre members will use the Exemplars program and other resources to align performance tasks in math to CCLS
- During grade conferences all teachers will be included in the collaborative planning to determine the necessary instruction to help students address the task
- Collaborative Inquiry groups will focus on best practices to enhance student achievement on performance tasks
- Throughout the 2011-2012 school year all Pre-K -6 grade teachers of general education, special education and English Language Learners will administer culminating tasks 2-3 times a year
- Literacy and Math Coaches will conduct Parent workshops on CCLS
- Utilize services of Network Support Specialists to provide professional development

### **Strategies to increase parental involvement:**

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

- For the academic year 2011- 2012 we are no longer designated as a Title 1 School therefore this item is not applicable.

### **Strategies for attracting Highly Qualified Teachers (HQT):**

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

- For the academic year 2011- 2012 100% of our faculty is highly qualified.

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

- In compliance with NCLB the following services are provided and funds have been allocated to support students (including students in targeted subgroups SWDs, ELLs, Students in Temporary Housing) towards meeting this goal:

- Funds set aside for Students in Temporary Housing
- Guidance Counselors see At-Risk students and conduct lessons on Bullying, conflict resolution and child abuse funded by tax levy funds
- Free breakfast program
- Title III After School and Saturday Program
- Title II A-used to fund Teacher positions
- Project Arts Program contracts with various arts organizations to provide arts education for students in the visual and performing arts
- Arts Connection DELTA: Developing English Language Literacy through the Arts Grant
- Title III Translation Service-Funds used to translate written communication to parents and to provide translation at PTA meetings and parent workshops
- Universal Pre K funds allocated for Professional Development and Parent Involvement Workshops

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

Title III, Fair Student Funding. Title II A

- Schedule grade assemblies for teachers to meet on and across grade levels to review student work
- Schedule common preps to allow for collaborative planning among teachers
- Funding for classroom teachers
- Funding for F-Status position to conduct assemblies for pd coverage
- Funding allocated for per diem and per session

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3:**

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

- By June 2012 work samples in literacy and math will be collected from all students, including Students with Disabilities and English Language Learners. Student work will be analyzed three times per year to identify gaps between what students know and are able to do, and the demands of the CCLS, as evidenced by a collection of work and teacher commentary.

#### **Comprehensive needs assessment:**

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

- Based on an analysis of the results of NYS ELA and Math tests, NYSESLAT results, and school based assessments, and in line with the NYC Chancellor's 2011-2012 Instructional Expectations for NYC public schools, there is a need to analyze student work to inform instructional decisions in order to help students meet the rigorous demands of the CCLS.

#### **Instructional strategies/activities:**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

By June 2012, student work samples in literacy and math will be collected and analyzed three times a year. This will be achieved by the following measures:

- Create a schedule for collection of student work samples in literacy and math
- Conduct professional development on analyzing student work, identifying gaps in instruction and to determining next steps
- School wide inquiry will be anchored by analysis of student work in relation to the demands of the CCLS
- Form a study group on the book *Looking Together at Student Work*
- Teachers will compose standards based commentary to inform instruction
- Teachers will receive professional development to improve the quality and effectiveness of feedback to students to increase student performance.
- ESL specialists will collaborate with classroom teachers to share research based strategies to support ELL students in literacy and math
- Coaches and Network Support Specialists will provide professional Development focused on Universal Design for Learning for our SP Ed and ESL classroom teachers
- Apply for a Calendar Change Day to be used for professional development for teachers

**Strategies to increase parental involvement:**

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

- For the academic year 2011- 2012 we are no longer designated as a Title 1 School therefore this item is not applicable.

**Strategies for attracting Highly Qualified Teachers (HQT):**

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

- For the academic year 2011- 2012 100% of our faculty is highly qualified.

**Service and program coordination:**

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

- In compliance with NCLB the following services are provided and funds have been allocated to support students (including students in targeted subgroups SWDs, ELLs, Students in Temporary Housing) towards meeting this goal:

- Funds set aside for Students in Temporary Housing
- Guidance Counselors see At-Risk students and conduct lessons on Bullying, conflict resolution and child abuse funded by tax levy funds
- Free breakfast program
- Title III After School and Saturday Program
- Title II A-used to fund Teacher positions
- Project Arts Program contracts with various arts organizations to provide arts education for students in the visual and performing arts
- Arts Connection DELTA: Developing English Language Literacy through the Arts Grant
- Title III Translation Service-Funds used to translate written communication to parents and to provide translation at PTA meetings and parent workshops
- After School Adventure Program City Council Grant-Queens Theatre in the Park
- Greater Ridgewood After School Program: Provides homework help and recreational activities for students

**Budget and resources alignment:**

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

Title III, Fair Student Funding. Title II A

- Per Diem, Per Session and Prep Coverage
- Apply for calendar change day
- Registration Fees/Expenses
- Funds for data teams
- Fund Data specialists

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4:**

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

- By June 2012 50% of students In ICT, SETTS and Self-Contained Special Education classes will increase their independent reading levels by an average of two levels, as measured by TCRWP running records of reading progress as reported on Assessment Pro.

### **Comprehensive needs assessment:**

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

- After reviewing the tests results of the 2011 NYS ELA test, it was determined that there was minimal movement in the percentage of students with IEPs meeting promotional criteria. Additionally, the NYS School Report Card indicated that this subgroup did not meet AYP in ELA which warrants focus on these students.

### **Instructional strategies/activities:**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

During the 2011-2012 school year students will receive targeted, small group, differentiated instruction to support them in meeting this goal.

This will be achieved by the following measures:

- Incorporate the use of the iReady program (Let's Go Learn) three times per week in all self contained classes
- On-going professional development and Implementation of the Soar to Success Reading Intervention Program
- Resources for small group reading instruction will be made available to teachers in our new guided reading room
- Through professional development teachers assigned to self contained and ICT classrooms servicing students with IEPs will increase their knowledge and utilization of small group instructional strategies to differentiate instruction for their students
- Professional Development sessions both on and off site focusing on the use of assessment data to drive individual and small group instruction
- Professional development sessions for paraprofessionals
- Arrange inter-visitations to showcase best practices
- Conduct observations and walkthroughs focusing on small group differentiated instruction in reading, in self contained and ICT classrooms
- Monitoring progress of students through formal and informal assessments via TC running records
- Utilize the services of the Network Support Specialist for Special Education to conduct professional development and coaching sessions for teachers of Self-contained and ICT classes

**Strategies to increase parental involvement:**

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

- For the academic year 2011- 2012 we are no longer designated as a Title 1 School therefore this item is not applicable.

**Strategies for attracting Highly Qualified Teachers (HQT):**

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

- For the academic year 2011- 2012 100% of our faculty is highly qualified.

**Service and program coordination:**

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

- In compliance with NCLB the following services are provided and funds have been allocated to support students (including students in targeted subgroups SWDs, ELLs, Students in Temporary Housing) towards meeting this goal:

- Funds set aside for Students in Temporary Housing
- Guidance Counselors see At-Risk students and conduct lessons on Bullying, conflict resolution and child abuse funded by tax levy funds
- Free breakfast program
- Title III After School and Saturday Program
- Title II A-used to fund Teacher positions
- Project Arts
- Arts Connection DELLTA: Developing English Language Literacy through the Arts Grant
- Title III Translation Service-Funds used to translate written communication to parents and to provide translation at PTA meetings and parent workshops

**Budget and resources alignment:**

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

Fair Student Funding, Title III, Title III Translation, Title II A

- Per Diem, Per Session and Prep Coverage
- Registration Fees/Expenses
- Fund IEP Teacher
- AIS teacher dependent on funding
- Funds allocated to purchase iReady and Soar to Success programs

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5:**

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

- By June 2012 the ELL student group will demonstrate progress towards achieving language proficiency in reading and writing, as measured by a 3% increase in the number of students advancing to the next level (i.e., Beginning to Intermediate, Intermediate to Advanced, Advanced to proficient) in these modalities as determined by the 2011-2012 NYSESLAT assessment.

### **Comprehensive needs assessment:**

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

- This goal was determined after reviewing the results of the 2010-2011 NYSESLAT, the 2010-2011 NYS ELA test and the NYS School Report Card for 2010-2011, indicating the school did not meet its AYP for this subgroup,

### **Instructional strategies/activities:**

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

During the 2011-2012 school year we will continue to increase the knowledge and utilization of ESL instructional strategies by our general education teachers of ELLs in order to improve student performance in the areas of reading and writing

This will be achieved by the following measures:

- ESL teachers will conduct professional development sessions for general education teachers of English Language Learners during grade conferences and before and after school study groups and staff dev days
- Schedule congruence for ELL and general education teachers of ELLs to review available data (NYSESLAT, ARIS, etc.) and to determine language goals for individual students aligned with the CCLS
- Arrange inter-visitations to showcase best practices
- Observations and walkthroughs will be conducted with a focus on the use of differentiated instruction using ELL strategies
- Monitoring of student progress through formal and informal assessments
- General Education Teachers will attend off site professional development sessions/workshops pertaining to ELL instructional strategies
- Network Support Specialist for ELLs will conduct professional development and coaching sessions for general education teachers of ELLs
- Targeted students stay for additional ESL instruction during the extended day program
- Curriculum maps in literacy include differentiation for ELL students
- ESL and Bi-lingual teachers will attend central and network based professional dev sessions

**Strategies to increase parental involvement:**

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

- For the academic year 2011- 2012 we are no longer designated as a Title 1 School therefore this item is not applicable.

**Strategies for attracting Highly Qualified Teachers (HQT):**

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

- For the academic year 2011- 2012 100% of our faculty is highly qualified.

**Service and program coordination:**

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

- In compliance with NCLB the following services are provided and funds have been allocated to support students (including students in targeted subgroups SWDs, ELLs, Students in Temporary Housing) towards meeting this goal:

-Funds set aside for Students in Temporary Housing

-Guidance Counselors see At-Risk students and conduct lessons on Bullying, conflict resolution and child abuse funded by tax levy funds

-Free breakfast program

-Title III After School and Saturday Program

-Title II A-used to fund Teacher positions

-Project Arts

-Arts Connection DELLTA: Developing English Language Literacy through the Arts Grant

-Title III Translation Service-Funds used to translate written communication to parents and to provide translation at PTA meetings and parent workshops

**Budget and resources alignment:**

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

Fair Student Funding, Title II A, Title III, Title III Translation

- Per Diem, Per Session and Prep Coverage
- Registration Fees/Expenses
- Supplies/Resources

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	0	0	N/A	N/A	10	0	0	9
<b>1</b>	48	48	N/A	N/A	12	0	0	9
<b>2</b>	54	54	N/A	N/A	10	0	0	8
<b>3</b>	36	36	N/A	N/A	11	0	0	11
<b>4</b>	38	36	15	15	8	0	0	12
<b>5</b>	66	54	15	15	11	0	0	14
<b>6</b>	56	40	15	15	12	0	0	7
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p><b><i>AIS in ELA targets all at risk students:</i></b></p> <ul style="list-style-type: none"> <li>• <b>Tier I Intervention</b> will be scheduled for <b>one, 45 minute period per week</b> of differentiated instruction in all ELA classes. The effectiveness of Tier I Intervention will be determined through frequent Teachers College inventory, content and skills based data analysis and input from the Inquiry Team findings. Students who are not benefiting from Tier I Intervention will be recommended for Tier II Intervention.</li> <li>• <b>Tier II Intervention</b> will be scheduled for <b>three to four, 45 minute periods per week</b> where a specific differentiated instruction plan will be tailored to target students' individual academic needs. This is an additional supplemental instruction to the general curriculum. Tier II Intervention includes:             <ul style="list-style-type: none"> <li>• <b>Soar to Success Reading Intervention</b> Program for Students with Disabilities; 45 minutes, 5 times a week during the school day.</li> <li>• <b>IReady Computer Based Intervention</b> for Students with Disabilities; 30 minutes 3 times a week during the school day</li> <li>• Using a <b>Guided Reading</b> approach for small group instruction, students will expand their abilities to process texts with understanding and fluency. The students in the group are at a similar stage in reading strategies and needs in order to introduce challenging text.</li> </ul> </li> </ul> <p><b><i>AIS for English Language Learners:</i></b></p> <ul style="list-style-type: none"> <li>• <b>Tier I Intervention</b> will be scheduled for <b>one, 45 minute period per week</b> of differentiated instruction during the ESL period. Through frequent Teachers College inventory, content and skills based assessment including Inquiry Team findings, the effectiveness of Tier I Intervention for ELLs will be determined.</li> <li>• <b>Tier II Intervention</b> will take place where ELLs will be pulled out for <b>two or three, 45 minute periods per week</b> so that AIS providers can provide differentiated instructional plan that targets the unique needs of English Language Learners.</li> </ul> <p><b><i>37.5 Minutes Extended Day:</i></b></p> <ul style="list-style-type: none"> <li>• <b>Text Talk</b> is a read-aloud program being used for 1<sup>st</sup> to 4<sup>th</sup> grade in the 37.5 minutes to enhance children's language and literacy development, using a library of trade books. The quality of the talk between the teacher and the children about the story is one of the most valuable aspects of a read-aloud. For children to master sophisticated vocabulary words, they need repeated exposure in a variety of settings which is one of the key strategies in Text Talk. Also, questions posed are open-ended to increase language production and build meaning. The program was purchased as a direct result of the findings of last year's Inquiry Team whose focus group was found to be deficient in</li> </ul>

	<p>vocabulary development.</p> <ul style="list-style-type: none"> <li>• <b>Foundations</b> Reading Program has been adapted in Grades K-1 in our school. This research-based reading program incorporates five essential components of reading instruction: phonemic awareness, phonics, vocabulary development, reading fluency and comprehension. Students use sky writing to learn letter formation and challenging trick or irregular words. Students also use motor memory and tactile learning when they blend and spell words.</li> <li>• <b>New York Ready Practice and Instruction for ELA</b> to focus and practice the New York State Core performance indicators, as well as the grade specific performance indicators. Reading a variety of genres, students will develop a mastery of listening to selections, answering multiple choice questions and responding to short response items.</li> </ul>
<p><b>Mathematics</b></p>	<p><b><i>AIS in Math targets all at risk students:</i></b></p> <ul style="list-style-type: none"> <li>• <b>Tier I Intervention</b> is incorporated into the daily math block. Students are taught whole group, and then small group instruction follows depending on the groups needs. On Fridays students receive one, 45 minute period of differentiated instruction during the remediation, enrichment, games day. The effectiveness of Tier I intervention is ascertained through informal and formal assessment. Student observation, unit tests, and the trimester assessment are used to determine success with this intervention. Students who are not benefiting from Tier 1 Intervention will be recommended for Tier II Intervention.</li> </ul> <p><b><i>37.5 Minutes Extended Day:</i></b></p> <ul style="list-style-type: none"> <li>• <b>Tier II Intervention</b> is scheduled for all 37.5 students. Focused and direct instruction in mathematics is given to all students in the 37.5 minutes after-school program. Individual needs are met during these small group or one-on-one sessions. The effectiveness of this intervention is determined through informal and formal assessments including; New York State Mathematics Test results, unit tests, Trimester Assessments, and student observation.</li> </ul>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>• <b>Tier I Intervention</b> will be scheduled during the State mandated periods of Science instruction through differentiated instruction in small group and/or one-to-one.</li> <li>• <b>Tier II Intervention</b> will be scheduled for 1.5 hours, two times per week, after school for at-risk students in grade 4, 5 and 6. English Language Learners will receive instruction in content and skills in preparation for the state assessment.</li> </ul>
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• <b>Tier I Intervention</b> will be scheduled during the State mandated periods of Social Studies instruction through differentiated instruction in small group and/or one-to-one.</li> <li>• <b>Tier II Intervention</b> will be scheduled for 1.5 hours, two times per week, after school for at-risk students in grade 4, 5 and 6. English Language Learners will receive instruction in content and skills in preparation for the state assessment.</li> </ul>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<ul style="list-style-type: none"> <li>• <b>Guidance Counselors</b> provide a six week cycle of counseling for the duration of ½ hour per session. Students facing crisis are eligible to receive counseling services. Students are seen in small groups or one to one depending on their needs.</li> <li>• <b>Guidance Counselors</b> provide mandated counseling to students according to their IEP.</li> </ul>

<p><b>At-risk Services provided by the School Psychologist</b></p>	<ul style="list-style-type: none"> <li>• The <b>School Psychologist</b> is available for crisis intervention on an as needed basis during the school day. This may amount up to 5 students a month</li> </ul>
<p><b>At-risk Services provided by the Social Worker</b></p>	<ul style="list-style-type: none"> <li>• The <b>Social Worker</b> provides tangential academic intervention. This consists of counseling on a short or longer-term basis to help the child deal with school issues, as well as counseling students 1 – 4 times on a crisis basis. Certain behavioral and emotional issues require referral to outside agencies for ongoing treatment. The social worker also provides information and referral about various needs such as health insurance, public assistance, SSI and parenting assistance.</li> </ul>
<p><b>At-risk Health-related Services</b></p>	<ul style="list-style-type: none"> <li>• <b>Health</b> related services are offered with 70 students receiving as needed asthma medications, Benadryl and Epi Pen allergy medications, Ritalin, and seizure medication.</li> </ul>



## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 24Q153 **School Name:** Maspeth Elementary School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)                             External School Curriculum Audit (ESCA)  
                           Joint Intervention Team visit (JIT)                             Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school was identified in the areas of ELA (ELLs and SWD) and Math (SWD). We determined that specifically in the area of reading, our ELLs and SWD must increase their reading levels and improve their comprehension. In the area of writing, our ELLs and SWD must improve the organization of their responses. In the area of math, our SWD must improve in their ability to solve multi step word problems. It was also determined that these students lack automaticity in recalling math facts.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We have implemented the following interventions for ELLs and SWD in Grades 3-6:

- ELLS
  - We have included 2 periods of pull out to our ELL program to further differentiate instruction for these students.
  - Created an F-status ESL position to provide additional services to targeted ELL students including SWD who receive ESL services.
  - After School ESL program
  - Saturday Family ESL Program – provide services to students and parents
  - Provided texts in Spanish for Bi-lingual Special Education Classes
  - Network ESL support specialist has provided professional development for both ELL and Special Education teachers on acquiring academic language and developing language goals
  - ELL teachers conducted professional development for general education teachers of ELLs, sharing ESL strategies
  - Scheduled congruence periods for ESL teachers and classroom teachers to meet to assess student needs and progress
- SWD
  - Created an F-status ESL position to provide additional services to targeted ELL students including SWD who receive ESL services.

- Network ESL Support Specialist conducted professional development to introduce and train teachers in the 5 Day Read Aloud Method designed to increase student vocabulary and comprehension through multiple readings of text.
  - Purchased iReady Computer Assisted Instruction program for Special Education Classes. Students utilize program 3 days per week under the direction of the teacher and paraprofessionals. Complexity of text increases as student ability increases.
  - Implemented Soar To Success Reading Intervention Program, which is a prescribed reading program designed to improve student comprehension of text.
  - Replaced Everyday Math program, which spirals, with Singapore Math, which focuses on a particular concept before introducing subsequent concepts.
  - Use of Math Exemplars to instruct students in higher order thinking to solve multi step word problems.
  - Conducted professional development for paraprofessionals in the use of manipulatives to support student learning.
- 

### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Not a Title I school

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Not a Title I school

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Not a Title I school

**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 <b>Charles Amundsen/Diane Foley</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>153</b>
School Name <b>Maspeth Elementary School</b>			

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

Principal <b>Susan Bauer</b>	Assistant Principal <b>Susan Voogt</b>
Coach <b>Doreen Keegan</b>	Coach <b>Diane Marzec</b>
ESL Teacher <b>Susan Mohan</b>	Guidance Counselor <b>Jennifer Englert</b>
Teacher/Subject Area <b>Christine O'Reilly, ESL Teache</b>	Parent <b>Kerry Murtha</b>
Teacher/Subject Area <b>Kathy Vicari, Teacher</b>	Parent Coordinator <b>Susan Yanez</b>
Related Service Provider <b>Maria Tocaj</b>	Other <b>Constance Kelly, ESL Teacher</b>
Network Leader <b>type here</b>	Other <b>Sara Thompson, ESL Teacher</b>

### 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	<b>5</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1450</b>	Total Number of ELLs	<b>140</b>	ELLs as share of total student population (%)	<b>9.66%</b>
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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. 

ELL students are identified for testing through Home Language Surveys which are given in the native language of the parents. Certified ESL teachers conduct an informal oral interview in English and any available native translations, as part of the registration process. An appropriately certified ESL teacher administers the LABR to eligible students to determine English language proficiency within ten days of enrollment. If the Home Language Survey indicates Spanish as the student's first language, the Spanish LAB-R is administered to determine Spanish proficiency. After a student is determined to need ESL services, an orientation meeting is planned with the parents where the choice of programs for servicing ELLs is explained. Parent Orientation meetings are held to inform parents of all the options and programs the city has to offer and are given the opportunity to choose. Parents view a video explaining the different programs for ELLs. The choices are Transitional Bilingual Education classes, Dual Language Bilingual, and Free Standing ESL classes. The parents fill out a Parent Survey in their native language indicating their choice. The program endorsed by parents has been Free Standing English as A Second Language and the decision to have ESL over General Education Bilingual classes is a direct result of the implementation of the city's policy of Parental Choice. All presentations and materials in conjunction with the video are given in the native language of the parents. This ensures that parents of incoming ELL students understand the choices being offered by the Department of Education in order to make a well-informed choice. After a parent orientation is given to the parents and a program selection form is filled out we then analyze the data and determine what parents requested a bilingual or dual language program. To ensure that parents are notified when the program becomes available in our school we develop rosters that list parents who request a bilingual or dual language program. The rosters are kept in our Ell/ Bilingual binder each school year. Parent orientation meetings are given in the mornings and afternoons to meet the needs of parents. We also have translators available to ensure that all materials are in the native languages of our parents. Our ESL licensed teachers, who conduct the parent workshops and explain all three program choices to the parents, are Susan Mohan, Christine O'Reilly, Kristen Concolino, Connie Kelly, Sara Thompson and Daniel Berrios. Translators are available to ensure that all parents understand the three program choices.

ELLs are appropriately placed for the entire academic year. Ell's are assessed at the end of the year using the NYSESLAT to determine the level of proficiency and placement for the following year. The following are the steps taken to ensure that all ELLs receive NYSESLAT testing annually: The NYSESLAT eligibility roster (RLER) is cross-referenced with our school ESL roster, which contains all ELL admissions program data. The admit and discharge report is checked weekly, along with the RLBR to determine who is eligible for ESL services and NYSESLAT testing. Testing rosters are created from ATS data and school Ell rosters to ensure that all ELLs receive the four components of the NYSESLAT. These rosters are updated daily during the testing period so that all ELLs, including absentees and new admits, are tested in all four components of the NYSESLAT: Listening, Speaking, Reading and Writing.

To ensure that all entitlement letters are distributed and Parent Survey and Program Selection forms are returned we conduct parent orientation meetings throughout the school year. At the parent orientation meetings we provide entitlement letters and program selection forms to all parents to fill out. Susan Mohan and Christine O'Reilly are our two ESL specialist who are responsible for collecting all data and providing parents with information throughout the school year. All forms are placed in our ELL/ Bilingual Binder for the entire school year. If a parent did not attend the parent orientation meeting we proceed by sending home letters in their native language and contact them by phone to schedule another parent orientation meeting.

The ESL teachers utilize the school's ESL roster, which contains ELL admissions program data, for the entire school year to ensure that all placement letters and continued entitlement letters are distributed correctly. Throughout the school year, the ESL roster is updated and letters are sent out accordingly. ESL specialists, Susan Mohan and Christine O'Reilly, are responsible for updating ESL rosters and maintain all records. All letters are sent out in students' native language and a copy is kept in our ELL/ Bilingual binder for the school year. Parents receive written notification, in their native language, when their child is identified to receive continued ESL services. Continuation in the ESL programs is determined by the results of the NYSESLAT given each spring. The programs servicing ELLs are aligned with the parental request as indicated on the Parental Choice documents.

The trend over the past three years for parental choice, as indicated on the Parental choice forms, has been the ESL Free Standing Program. The data for the 2010-2011 school year indicated that 2 out of 141 parents, or 1%, chose a bilingual program across the grades K-6 with 99% choosing the ESL Free Standing Program. The data for the 2009-10 school year indicated that 5 out of 176 parents, or .5%, chose a bilingual program across the grades with 99.5% choosing the ESL FreeStanding Program. Currently, the 2-11-2012 parental choice was 100% for the ESL FreeStanding Program.

When a parent requests a bilingual or dual language program, they are given the option of going to another location that offers the program of choice. If fifteen parents request the same program in the same language, then a bilingual class is organized. As shown by the data listed above, at the present time, there are insufficient numbers to organize a bilingual class.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K* 1* 2* 3* 4* 5* 6* 7● 8● 9● 10● 11● 12●
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>					1	2	1							4
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	3	2	2	2	2	2	1							14
<b>Total</b>	3	2	2	2	3	4	2	0	0	0	0	0	0	18

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	140	Newcomers (ELLs receiving service 0-3 years)	112	Special Education	30
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	5		5	5		5	1		1	11
Dual Language										0
ESL	106	0	9	23		11				129
<b>Total</b>	<b>111</b>	<b>0</b>	<b>14</b>	<b>28</b>	<b>0</b>	<b>16</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>140</b>

Number of ELLs in a TBE program who are in alternate placement: 0

## C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish					4	3	4							11
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
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>

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																			0	0
Chinese																			0	0

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

**Number of ELLs by Grade in Each Language Group**

	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		<b>TOTAL</b>	
	EL L	EP	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	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
<b>TOTAL</b>	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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTAL</b>
Spanish	18	10	14	10	6	16	16							90
Chinese	1	2			1									4
Russian		1			1									2
Bengali														0
Urdu														0
Arabic			3	1	1	3								8
Haitian														0
French														0
Korean														0
Punjabi														0

## 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
Polish	8	1	3				1							13
Albanian			1											1
Other	1	1	1	2	3	3								11
<b>TOTAL</b>	<b>28</b>	<b>15</b>	<b>22</b>	<b>13</b>	<b>12</b>	<b>22</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>129</b>

## 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?

Public School 153Q is a school with a diverse, multicultural population housing grades Pre-Kindergarten-sixth grade. The school has organized ELLs into selected classes in Kindergarten through sixth grade, in order to facilitate the servicing of ELLs by a licensed certified ESL teacher. This grouping allows the school to carry out a push in program in which Beginner, Intermediate and Advanced ELLs receive differentiated and small group instruction. There are presently 1450 students of whom 140, approximately 10%, receive ESL services. Of the 140 ELLs, 129 are serviced by an appropriately certified ESL teacher in a free standing English as a Second Language program. The remaining 11 are in Spanish self-contained Transitional Bilingual Education (TBE) classes, serviced by two appropriately certified Bilingual Special Education teachers. All ell students in the free standing ESL program are serviced by certified ESL teachers using a combination of the push-in model and pull out model of instruction . All ELL students in each program model are grouped heterogeneously, with mixed proficiency levels.

New Arrivals receive 360 minutes of ESL instruction. Beginner and Intermediates receive eight 45-minute units of ESL instruction per week. Advanced ELLs receive four 45-minute units of ESL instruction. Advanced ELLs receive, in addition to the four period of ESL instruction per week, four periods of ELA instruction per week. Long Term ELLs receive 180 minutes of ESL instruction plus 180 of ELA instruction.

Two appropriately certified Bilingual Special Education teachers service the needs of the self-contained bilingual special education ELLs. The Transitional Bilingual classes follow the 60–40 model, using both the native language and English to teach the content areas. The

## A. Programming and Scheduling Information

children receive English as a Second Language Instruction, ELA and Native Language Arts. The NLA component develops communication and academic skills, e.g., in listening, speaking, reading and writing in the student's native language of Spanish, while cultivating an appreciation of history and culture. ELL's in a TBE are provided instruction in two languages: the language spoken at home and English. In the beginning stages of English language development, 60 percent of instructional time take place in the student's native language, and 40 percent in English. As the student develops fluency in English, instructional time in English increases. The mandated units are distributed as follows: Beginners are provided with 60-90 minutes per day of NLA instruction. Intermediate ell's receive 45-60 minutes per day. Advanced receive 45 minutes a day of NLA instruction. Age appropriate, grade-level academic work that is aligned with the core content standards is provided in the student's native language so that the student maintains academic progress while developing English proficiency.

The ESL program has five appropriately certified ESL teachers and two appropriately certified Bilingual Special Education teachers who service the ELL population according to the State and City mandates, following the instructional goals of the Common Core Learning Standards in Reading, Writing, Language, and Mathematics and the implementation of the New York City Instructional Expectations. ELLs in the ESL program are grouped into designated classes to allow for the push-in, Balanced Literacy model of instruction to be used effectively. Push-in ESL teachers adapt the workshop model by infusing ESL strategies for Beginner, Intermediate and Advanced ELLs. The Workshop model, which follows the research of the National Reading Council, uses mini-lessons, active engagement, teacher conferences, independent reading and writing, and sharing for instruction. Balanced Literacy is infused with ESL strategies of Scaffolding, Sheltered English, Verbal and Written Strategies, Visualization, vocabulary development, Graphic Organizers, Reading to Writing Connections, and development of Oral language. Differentiated instruction is used to meet the needs of individual students. We integrate the 4 modalities of listening, speaking, reading and writing. Additionally, the content areas are used as vehicles for ESL instruction to prepare the ELLs for state standardized exams in Science and Mathematics, as well as reading and writing in the content areas. The teaching of Content Area and Balanced Literacy has both language and content goals. Sheltered English is used in presenting densely worded concepts. The language and content points are explicitly taught and assessed through individual and group using the workshop model. All instruction is data driven. The School Leadership Team, classroom and ESL teachers use the results of the Predictive and Instructionally Targeted Assessments in Literacy and Mathematics, State ELA and Math data from the previous year, and the NYSESLAT to plan the instruction of the ELLs. We believe that instruction and planning must be data driven. The language weaknesses in all of the four modalities of Listening, Speaking, Reading and Writing are addressed through joint planning of the ESL specialist and the classroom teacher.

ESL and classroom teachers jointly plan and assess instructional and language goals to meet the needs of all ELLs. In grades 3, 4, 5 and 6, ell students are also serviced through a pull-out model of instruction by an ESL teacher four times a week. During this time the ESL teacher aligns the instruction to the classroom curriculum and the students receive scaffolded instruction based on their individual strengths and needs, including intensive vocabulary and language instruction which will enable them access to academic content and the ability to perform successfully and independently.

ELL students in Special Education self-contained classes and Bilingual Special Education classes receive reading instruction through the Houghton-Mifflin Soar To Success Intervention Program to help them learn to apply and use comprehension and decoding strategies and skills as they read across the content areas. Teachers implement scaffolded, small-group instruction in comprehension and use effective strategies including decoding, vocabulary development, reciprocal teaching, and graphic organizers to support English Language Learners. Special Education ELL students in self-contained and bilingual classes also use technology to engage in the online reading assessment, Let's Go Learn, which provides individualized differentiated reading instruction with visual, audio and text support which makes content accessible. In the Special Education Bilingual classes, math instruction is delivered through the Singapore Math program in conjunction with the Spanish Everyday Math Program. Social Studies in the Bilingual Special Education is instructed using the NYC Core Curriculum in Spanish. These classes receive Science instruction through the NYC Core Curriculum infused with esl strategies, at each grade level.

In the Bilingual Special Education program, diagnostic assessments include running records of reading progress, Interim assessments in ELA and Math (Acuity), and the Spanish Reading test (ELE) given each Spring. Informal diagnostic assessments include conference notes in reading and writing, writing portfolios and unit tests in the content areas in the native language. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB-R to determine language dominance. Title III funds provide beginner ELLs with the preparation they need to take the content area State exams in Science and Mathematics which will be administered with English and alternate language editions simultaneously.

The SIFE are defined as ELL students who, upon enrollment, have had at least two years less schooling than their peers, function at least two years below expected grade level in reading and in mathematics. Title III extended day and Saturday programs are made available for these SIFE students to help them catch up with the basic skills they need in Mathematics and in decoding skills needed for

## A. Programming and Scheduling Information

### Reading.

New Arrivals receive 360 minutes of ESL instruction. Additionally, Title III extended day and Saturday programs are made available for these children to help them further their Academic English as well as content area concepts.

Beginner and Intermediates receive eight 45-minute units of ESL instruction per week. Advanced ELLs receive four 45-minute units of ESL instruction. Advanced ELLs receive, in addition to the four period of ESL instruction per week, four periods of ELA instruction. There are 40 ELLs who have received 4 or more years of service and qualify for extension of services. Of these, 22 are in Special Education classes. Six of these twelve Special Education students are in Bilingual Transitional Special Education classes. Of the 40 ELLs who have received 4-6 years of ESL services in a free-standing ESL program, 18 ELLs are in regular education. All long-term ELLs receive services from Title III Afternoon and Saturday Programs, and academic intervention services in the extended day program. Long Term ELLs receive 180 minutes of ESL instruction plus 180 of ELA instruction. Long Term ELLs have available to them all Title III extended day and Saturday Programs as well as small group instruction in literacy and math in the extended day program.

### 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)	Dual Language	Freestanding ESL
100%	are met by creating a flexible schedule that allows students with disabilities to participate in ELL classes with non-disabled peers, within the framework of the required ESL service hours in reading, writing, and the content areas of Math, Science and Social Studies, depending on their individual abilities.		
75%			
50%			
25%			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

## Courses Taught in Languages Other than English ⓘ

### 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?

Academic Intervention Services (AIS) are available to all ELLs during 37 1/2 minutes of their extended school day. Beginner ELLs receive intensive Listening and Speaking language instruction in a small group setting with a licensed ESL teacher. Intermediate and Advanced ELLs receive targeted, small group instruction based on academic need (reading, writing and/or mathematics), which was determined from student assessment data (ARIS) from the previous school year. In addition, intervention is provided through the differentiation of instruction by the classroom teacher and the ESL specialist, who use formal and informal testing data, as well as

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Transitional students need the continued support to maintain academic progress. All transitional students who pass the NYSESLAT are offered the same ELL modifications on standardized testing for a period of two years. They are placed in designated ELL classrooms where they benefit from the services of a certified ESL teacher who maintains the skills of English. Additionally, Title III programs are made available to transitional students to maintain the English proficiency skills.

Due to financial constraints, no new programs can be considered for this school year.

All ELLs are afforded equal access to all school programs which include: Title III Supplemental After School Program which prepares ELL students with test-taking strategies they will need to take the state assessments in ELA and Mathematics. Instruction is focused on reading and language acquisition in the content areas. The Saturday Intergenerational Academy is available to ELLs and their parents, providing intensive ESLA instruction, ELA and math instruction provided by Title III funds. The Greater Ridgewood Youth Council offers an after school program at PS 153 which focuses on homework help and extra-curricular activities. All students, including ELLs, are invited to attend through an application process and information is made available to parents in native languages. The parent coordinator is available for parents.

Special Education ELL students in self-contained and bilingual classes use technology to engage in the online reading assessment, Let's Go Learn, which provides individualized differentiated reading instruction with visual, audio and text support which makes content accessible. Newcomers, Beginner and intermediate ELLs have access to Interactive software in the classroom that is used to support language development through vocabulary activities that include, using context clues to determine meaning, words with multiple meanings, and phonemic awareness. ELL teachers use the IPAD to support language and vocabulary with visuals for their students. SMARTBoard Notebook Software is used in the classrooms of ELLs to engage students of all proficiency levels, that utilizes tactile, kinesthetic and visual learning. All ELLs in grades 4 and 5 will participate in a grant called, Developing English Language Literacy through the Arts, which works to help students increase English language acquisition and cultural understanding through a theater residency. Classroom and ESL Teachers will assess Student Work and the Evidence of Learning through the culminating Video Study: Making students learning visible and capturing the evidence of learning through technology. In order to support the learning of ELLs, grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English and the Native Language where possible. Additionally reading libraries that are culturally diverse and bilingual have been purchased to help the ELLs practice the reading strategies of Balanced Literacy in their native language. The skills learned in the first language will be transferred to English, their new second language. Bilingual glossaries and dictionaries are provided in all ELL classrooms for students to use daily.

Native language support is delivered through classroom libraries in the bilingual and ESL classrooms that are culturally diverse and have been purchased to help the ELLs practice the reading strategies of Balanced Literacy in their native language. The skills learned in the first language will be transferred to English, their new second language. In order to support the learning of ELLs, age and grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English and the Native Language (Polish, Spanish, Chinese, Arabic, Russian) in both the bilingual and ESL classrooms. Bilingual glossaries and dictionaries are provided in all ELL classrooms for students to use daily.

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Required ESL services correspond to students' age at the time of registration when they are placed in the appropriate grade according to their age. Resources available to ELLs correspond to age and grade levels. All classrooms, including those for ELLs, utilize age and

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

**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)?

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

**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.

The classroom teachers in the all grades are provided Professional Development in teaching ELLs who are Beginner, non-English speaking students. School based PD includes the techniques of differentiated learning, Sheltered English, Modified Guided Reading with ESL infused strategies, explicit teaching of Academic language used in problem solving, Vocabulary and an ESL-infused content area curriculum. School based PD sessions are given during grade conferences and PD days (November 8, 2011, February 17, 2012-Pending Approval, and June 7, 2012). ESL specialists and classroom teachers jointly plan and assess instructional and language goals to meet the needs of the ELLs during periods of scheduled congruance. Title III funds have been set aside for workshops and teacher resource guides that showcase the very best reading strategies for English Language Learners. QTEL workshops are offered to teachers after school by our trained ESL specialist. Six topics of Professional Development have been planned, devoted to instruction of ELLs by the classroom teacher. The Professional Development is done by the ESL teachers of the school, as well as by the Network Support Specialist for ESL. The following are some of the topics covered for the minimum required number of pd hours:

1. Understanding your ELL Students
2. Theories of Language Acquisition and Implications for Teaching ELLs
3. Using Various Modalities of Instruction to Reach English Language Learners
4. Guided Reading - ESL Strategies for Success in Reading.
5. Using Scaffolding in Teaching Writing Strategies for ELL Students
6. Differentiated Instructions for ELLs
7. Enhancing Literacy Through Read Alouds

All records of pd are maintained in the ESL/Bilingual binder yearly. Also, professional development records are kept for each teacher in the school throughout the years so that pd requirements are met.

The Assistant Principal attends Professional Development for ELLs offered by our CFN 204 Network as well as central-based offerings from the Office of English Language Learners. Classroom teachers of ELLs and ESL and bilingual teachers are released by the principal to attend central-based professional development provided by Office of English Language Learners. On December 1 and 2, 2011 our two bilingual teachers will attend "Curriculum Mapping in the Bilingual Classroom" from OELL.

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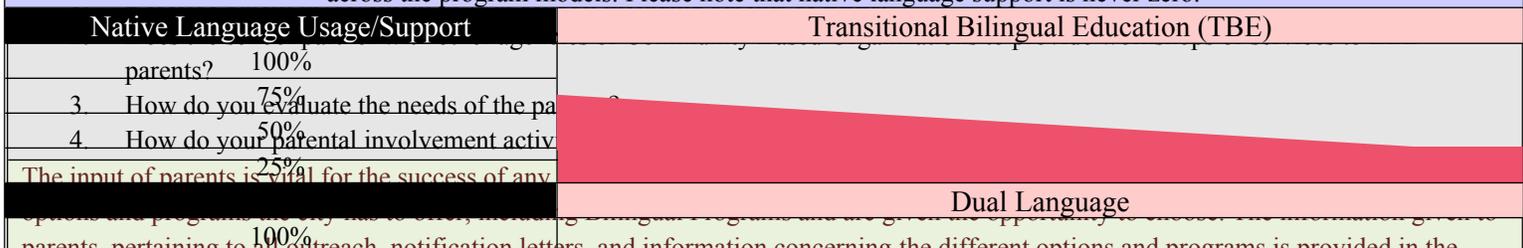
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## Native Language Usage and Supports

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.



## 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?

The input of parents is vital for the success of any educational program. Parent Orientation meetings are held to inform parents of all the options and programs the city has to offer, including Bilingual Programs and are given the opportunity to choose. The information given to parents, pertaining to all outreach, notification letters, and information concerning the different options and programs is provided in the native language of the parents.

Our school recognizes that newly arrived immigrant children and their parents/guardians, bring with them a wealth of knowledge of language and culture. PS153's Title III program provides ELL parents/guardians with the opportunity to learn the English language through the Saturday Intergenerational Academy classes.

The Saturday Intergenerational Academy classes are held for the parents/guardians of ELL students. In this program, parents of ELLs have the opportunity to attend with their children and receive intensive ESL instruction that links their learning to their children's learning in reading, writing, listening and speaking. An appropriately certified ESL teacher provides parents with English instruction that addresses their language needs. Classes are held each Saturday, from 8:00 AM to 11:00 AM, from through May 2011.

P.S. 153Q uses the Home Language Survey to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. With this information, oral and written translation services are provided so that parents are involved with their child's educational growth. Translation services also allow parents to be actively involved in voicing their concerns at PTA functions, parent/teacher conferences, etc. A bilingual social worker is available to meet with ELL parents to provide them with assistance in any area of concern. The social worker also provides outside agency resources for parents in need of crisis intervention.

P.S. 153Q provides ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: parents will be coached in how to use math strategies in problem solving; parents will become familiar with the ESL learning standards and NYSESLAT assessment; and parents will become familiar with the English Language Arts performance standards. The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate parent workshops.

## B. Programming and Scheduling Information--Continued

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Academic Intervention Services (AIS) are available to all ELLs during 37 1/2 minutes of their extended school day. Beginner ELLs receive intensive Listening and Speaking language instruction in a small group setting with a licensed ESL teacher. Intermediate and Advanced ELLs receive targeted, small group instruction based on academic need (reading, writing and/or mathematics), which was determined from student assessment data (ARIS) from the previous school year. In addition, intervention is provided through the differentiation of instruction by the classroom teacher and the ESL specialist, who use formal and informal testing data, as well as observations of performance, to develop targeted instructional strategies and determine methods for dealing with academic issues. Teachers monitor on an ongoing basis to determine if the students' learning and achievement increases.

Transitional students need the continued support to maintain academic progress. All transitional students who pass the NYSESLAT are offered the same ELL modifications on standardized testing for a period of two years. They are placed in designated ELL classrooms where they benefit from the services of a certified ESL teacher who maintains the skills of English. Additionally, Title III programs are made available to transitional students to maintain the English proficiency skills.

Due to financial constraints, no new programs can be considered for this school year.

All ELLs are afforded equal access to all school programs which include: Title III Supplemental After School Program which prepares ELL students with test-taking strategies they will need to take the state assessments in ELA and Mathematics. Instruction is focused on reading and language acquisition in the content areas. The Saturday Intergenerational Academy is available to ELLs and their parents, providing intensive ESLA instruction, ELA and math instruction provided by Title III funds. The Greater Ridgewood Youth Council offers an after school program at PS 153 which focuses on homework help and extra-curricular activities. All students, including ELLs, are invited to attend through an application process and information is made available to parents in native languages. The parent coordinator is available for parents.

Special Education ELL students in self-contained and bilingual classes use technology to engage in the online reading assessment, Let's Go Learn, which provides individualized differentiated reading instruction with visual, audio and text support which makes content accessible. Newcomers, Beginner and intermediate ELLs have access to Interactive software in the classroom that is used to support language development through vocabulary activities that include, using context clues to determine meaning, words with multiple meanings, and phonemic awareness. ELL teachers use the IPAD to support language and vocabulary with visuals for their students. SMARTBoard Notebook Software is used in the classrooms of ELLs to engage students of all proficiency levels, that utilizes tactile, kinesthetic and visual learning. All ELLs in grades 4 and 5 will participate in a grant called, Developing English Language Literacy through the Arts, which works to help students increase English language acquisition and cultural understanding through a theater residency. Classroom and ESL Teachers will assess Student Work and the Evidence of Learning through the culminating Video Study: Making students learning visible and capturing the evidence of learning through technology. In order to support the learning of ELLs, grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English and the Native Language where possible. Additionally reading libraries that are culturally diverse and bilingual have been purchased to help the ELLs practice the reading strategies of Balanced Literacy in their native language. The skills learned in the first language will be transferred to English, their new second language. Bilingual glossaries and dictionaries are provided in all ELL classrooms for students to use daily.

Native language support is delivered through classroom libraries in the bilingual and ESL classrooms that are culturally diverse and have been purchased to help the ELLs practice the reading strategies of Balanced Literacy in their native language. The skills learned in the first language will be transferred to English, their new second language. In order to support the learning of ELLs, age and grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English and the Native Language (Polish, Spanish, Chinese, Arabic, Russian) in both the bilingual and ESL classrooms. Bilingual glossaries and dictionaries are provided in all ELL classrooms for students to use daily.

Required ESL services correspond to students' age at the time of registration when they are placed in the appropriate grade according 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.
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?

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Required ESL services correspond to students' age at the time of registration when they are placed in the appropriate grade according to their age. Resources available to ELLs correspond to age and grade levels. All classrooms, including those for ELLs, utilize age and

## 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

## 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)?

## 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.

The classroom teachers in the all grades are provided Professional Development in teaching ELLs who are Beginner, non-English speaking students. School based PD includes the techniques of differentiated learning, Sheltered English, Modified Guided Reading with ESL infused strategies, explicit teaching of Academic language used in problem solving, Vocabulary and an ESL-infused content area curriculum. School based PD sessions are given during grade conferences and PD days (November 8, 2011, February 17, 2012-Pending Approval, and June 7, 2012). ESL specialists and classroom teachers jointly plan and assess instructional and language goals to meet the needs of the ELLs during periods of scheduled congruance. Title III funds have been set aside for workshops and teacher resource guides that showcase the very best reading strategies for English Language Learners. QTEL workshops are offered to teachers after school by our trained ESL specialist. Six topics of Professional Development have been planned, devoted to instruction of ELLs by the classroom teacher. The Professional Development is done by the ESL teachers of the school, as well as by the Network Support Specialist for ESL. The following are some of the topics covered for the minimum required number of pd hours:

1. Understanding your ELL Students
2. Theories of Language Acquisition and Implications for Teaching ELLs
3. Using Various Modalities of Instruction to Reach English Language Learners
4. Guided Reading - ESL Strategies for Success in Reading.
5. Using Scaffolding in Teaching Writing Strategies for ELL Students
6. Differentiated Instructions for ELLs
7. Enhancing Literacy Through Read Alouds

All records of pd are maintained in the ESL/Bilingual binder yearly. Also, professional development records are kept for each teacher in the school throughout the years so that pd requirements are met.

The Assistant Principal attends Professional Development for ELLs offered by our CFN 204 Network as well as central-based offerings from the Office of English Language Learners. Classroom teachers of ELLs and ESL and bilingual teachers are released by the principal to attend central-based professional development provided by Office of English Language Learners. On December 1 and 2, 2011 our two bilingual teachers will attend "Curriculum Mapping in the Bilingual Classroom" from OELL.

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## **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?

The input of parents is vital for the success of any educational program. Parent Orientation meetings are held to inform parents of all the options and programs the city has to offer, including Bilingual Programs and are given the opportunity to choose. The information given to parents, pertaining to all outreach, notification letters, and information concerning the different options and programs is provided in the

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Our school recognizes that newly arrived immigrant children and their parents/guardians, bring with them a wealth of knowledge of language and culture. PS153's Title III program provides ELL parents/guardians with the opportunity to learn the English language through the Saturday Intergenerational Academy classes.

The Saturday Intergenerational Academy classes are held for the parents/guardians of ELL students. In this program, parents of ELLs have the opportunity to attend with their children and receive intensive ESL instruction that links their learning to their children's learning in reading, writing, listening and speaking. An appropriately certified ESL teacher provides parents with English instruction that addresses their language needs. Classes are held each Saturday, from 8:00 AM to 11:00 AM, from through May 2011.

P.S. 153Q uses the Home Language Survey to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. With this information, oral and written translation services are provided so that parents are involved with their child's educational growth. Translation services also allow parents to be actively involved in voicing their concerns at PTA functions, parent/teacher conferences, etc. A bilingual social worker is available to meet with ELL parents to provide them with assistance in any area of concern. The social worker also provides outside agency resources for parents in need of crisis intervention.

P.S. 153Q provides ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: parents will be coached in how to use math strategies in problem solving; parents will become familiar with the ESL learning standards and NYSESLAT assessment; and parents will become familiar with the English Language Arts performance standards. The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate parent workshops.

## 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)	13	4	6	4	6	8	4							45
Intermediate(I)	0	8	9	4	2	5	3							31
Advanced (A)	15	3	7	6	7	13	13							64
Total	28	15	22	14	15	26	20	0	0	0	0	0	0	140

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	2	1	2	2	5	1	1						
	<b>I</b>	1	2	0	0	1	1	1						
	<b>A</b>	5	5	6	5	7	13	9						
	<b>P</b>	10	19	13	8	24	11	11						
READING/ WRITING	<b>B</b>	4	4	3	5	8	6	2						
	<b>I</b>	8	5	6	1	5	3	2						
	<b>A</b>	0	8	6	7	13	12	11						
	<b>P</b>	6	10	6	2	11	5	7						

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	5	2	0	10
4	10	11	4	0	25
5	13	3	2	0	18
6	6	14	0	0	20
7					0
8					0
NYSAA Bilingual Spe Ed				2	2

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	1	4	1	6	1	0	0	16
4	5	4	10	1	4	2	0		26
5	7	1	8		1		1		18
6	0	1	8	0	9		3		21
7									0
8									0
NYSAA Bilingual Spe Ed							2		2

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	6	2	20	3	6		37
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)	5	4	1	1				
Chinese Reading Test								

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

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

The administration of the LABR in Kindergarten reveals that the majority of students receiving ESL services in Kindergarten are first time

## 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:** Maspeth Elementary School

**School DBN:** 24Q153

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Bauer	Principal		
Susan Voogt	Assistant Principal		
Susan Yanez	Parent Coordinator		
Susan Mohan	ESL Teacher		
Kerry Murtha	Parent		
Christine O' Reilly	Teacher/Subject Area		
Kathy Vicari	Teacher/Subject Area		
Doreen Keegan	Coach		
Diane Marzec	Coach		
Jennifer Englert	Guidance Counselor		
	Network Leader		
Sara Thompson	Other <u>ESL Teacher</u>		
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 24Q153      **School Name:** Maspeth Elementary School

**Cluster:** 2      **Network:** 204

**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**

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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.

P.S. 153Q uses the Home Language Survey, given at the time of enrollment, to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. The school maintains an appropriate and current record of the primary language of each parent. Such information is maintained in the cumulative record cards, in ATS and on the student emergency card.

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.

PS 153Q is a mosaic of many diverse language groups; a total of 38 languages. The Home Language Survey identifies the primary language of our 1450 students. Some of these languages include Spanish, Polish, Arabic, Albanian, Farsi, Chinese, Mandarin, Italian, Korean, Romanian, Portuguese, Urdu, Vietnamese, Russian, Ukrainian, Serbo-Croatian, Slovak, Philipino, Czech, Indonesian, Cantonese, Bulgarian and Bengali. Polish and Spanish are the major languages spoken at home of students who attend our school. Of the 409 Spanish speaking parents, 211 require translation services. The Home Language Report indicates that there are 247 students whose home language is Polish. Within this language group, 109 Polish speaking parents require oral and written translation services. The HLS has shown that the covered languages of parents that require language assistance services in the form of both written and oral translation services, in addition to Spanish and Polish, are Arabic, Albanian, and Chinese.

## 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. 153Q identifies documents which are distributed or electronically communicated to all or substantially all parents at our school containing critical information regarding their child's education, including, but not limited to:

- a. registration, application and selection;
- b. standards and performance (e.g. standard text on report cards);
- c. conduct, safety and discipline, consent forms
- d. special education and related services; and
- e. transfers and discharges.

The staff at our school translates such critical communication in a timely manner, in each of the covered languages and works with the office responsible for the critical communication to make such translations available to parents.

Our school provides parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, legal or disciplinary matters; and entitlement to public education or placement in any special education, English language learner or non-standard academic program.

When our school unable to provide required translation into one or more covered languages, we provide in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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.

P.S. 153Q provides interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with our school regarding critical information about their child's education.

Depending upon availability, such interpretation services may be provided either at our school or by telephone. Our school provides interpretation services at the following school-wide meetings:

1. Educational Policy Meetings;
2. School ELL parent meetings
3. Parent-Teacher Conferences

#### 4. PTA meetings

Interpretation services are provided in whichever of the covered languages the school expects will be spoken as the primary language(s) of the persons attending such meeting or event.

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>.

As per the Chancellor's Regulations A-663, P.S. 153Q provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation, and interpretation services.

For all meetings involving our parents, our school posts in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are downloaded from the central translation unit. The school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barrier.

## 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: 153	DBN: 24Q153
Cluster Leader: 204	Network Leader: Diane Foley
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 140 Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # 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: PS153's Title III program provides English Language Learners with supplemental instruction in a Saturday Intergenerational Academy program and an After-school ESL Program that will target the content areas. The instructional programs will service 40 ELLs in Grades K-6 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT.

Saturday Intergenerational Academy classes will meet a total of 14 sessions beginning in January 2012 through May 2012, from 8:00 a.m. to 11:00 AM. The Saturday Intergenerational Academy will service the Parents/Guardians by giving them ESL instruction and Parent Workshops.

Group class size will be maintained at 10-15 students per teacher. There will be three classes for the Saturday Intergenerational Academy, servicing approximately 40 English Language Learners (K-2 and 3-6) and one class for parents. One supervisor, and three, licensed, certified ESL teachers will provide supplemental instructional support in alignment with the Common Core Learning Standards. Instruction will focus on Literacy through the Science and Social Studies content areas, using ESL strategies in all modalities to help students attain proficiency in the English Language. Interdisciplinary studies are used in order to build on students' prior knowledge and to facilitate English language learning. Supplementary materials will be provided to augment English and Content area instruction. The Rosen Classroom Journeys program, based on scientifically based research, will be used for instruction. These programs are designed to meet the priority needs identified during the evaluation and assessment process of the ELL students.

The After School Program for ELLs will target grades 3, 4, 5 and 6 in the content areas of Literacy and the Performing Arts. Instruction will encompass reading, writing, listening, and speaking as students use the arts to facilitate learning. Instruction will include the implementation of ESL strategies to facilitate language acquisition and vocabulary development in non-fiction reading.

General instructional supplies such as chart paper, markers, art supplies, and non-fiction reading libraries will be purchased with Title III monies to support the after-school and Saturday programs.

### 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

### Part C: Professional Development

Begin description here: PS 153's Title III Professional Development program will focus on providing classroom teachers of ELLs with instructional strategies that focus on the essential components of reading instruction, including phonemic awareness, vocabulary development, reading fluency, and reading comprehension for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the Common Core Learning Standards in Literacy and Math. Teachers participating in the professional development workshops will be paid at the per session rate. Susan Voogt, Assistant Principal and ESL teachers, Sara Thompson, Connie Kelly, Daniel Berrios, Christine O'Reilly and Kristen Concolino, will facilitate these professional development sessions. Sessions are scheduled two times a month beginning in February 2012. Teachers working in the supplementary instructional program and up to 20 teachers of ELLs will receive six, one hour sessions of professional development. Topics that will be addressed during these professional development sessions are as follows:

Two, 60-minute professional development sessions will be devoted to six strategies to improve comprehension: self-monitoring, using graphic organizers, semantic organizers, story text structure, effective questioning, and summarizing.

Two, 60 minute professional development sessions will be devoted to Academic Language development, along with instructional strategies that develop and enhance ELL students' vocabulary. Teachers will understand the three tier categories of vocabulary development and how they connects to academic language.

Two, 60-minute professional development sessions will be devoted to Scaffolding strategies across the Disciplines.

### Part D: Parental Engagement Activities

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

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

Begin description here: PS 153's Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. In addition, the Saturday Intergenerational Academy classes will be held for parents/guardians (approximately 30). Parents are given intensive English instruction where their language needs are addressed. They will be given the opportunity to attend 14 sessions of ESL taught by one fully certified ESL teacher. Classes will be held from 8:00 AM to 11:00 AM, from January 2012 through May 2012.

**Part D: Parental Engagement Activities**

A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: Parents will be coached in how to understand the Common Core Learning Standards in Math. Parents will become familiar with the ESL learning standards and NYSESLAT assessment. Parents will become familiar with the Common Core Learning Standards for Literacy (Reading, Writing, Language). The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate parent workshops. Ten percent of the total allocation of Title Three funds has been set aside 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: \$20,132

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	17518.74	<p>2 Licensed, certified ESL teachers will provide instruction to children in the Saturday Intergenerational Academy for 3 hour sessions, a total of 14 sessions at the contractual per-session rate of \$50.06.</p> <p>2 Licensed, certified teachers will provide ESL instruction in the children in the After-school Program for 1 and 1/2 hour sessions, a total of 20 sessions at the contractual per-session rate of \$50.06 plus benefits.</p> <p>Funding for the Saturday Intergenerational Academy includes one supervisor (at the \$52.39 per session rate).</p> <p>1 Licensed, certified teacher will provide ESL instruction to Parents on Saturdays for 3 hour sessions, a total of 14 sessions at the contractual rate of \$50.06.</p> <p>2 sessions of Professional Development will provide training to 10 classroom teachers in ESL</p>

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

Allocation Amount: \$20,132

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		strategies at per session rate of \$50.06.
Purchased services <ul style="list-style-type: none"><li>High quality staff and curriculum development contracts.</li></ul>	0	0
Supplies and materials <ul style="list-style-type: none"><li>Must be supplemental.</li><li>Additional curricula, instructional materials.</li><li>Must be clearly listed.</li></ul>	2613.26	Instructional supplies and research based materials for reading and writing. Art supplies for Saturday and After-school programs
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	20,132	20,132