



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** P.S. 193 Q ALFRED KENNEDY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 25Q193

**PRINCIPAL:** JOYCE E. BUSH **EMAIL:** JBUSH@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DANIELLE DIMANGO

**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
Joyce Bush	*Principal or Designee	
Lydia Edelman	*UFT Chapter Leader or Designee	
Athena Pappas	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Diane Tratner	Assistant Principal	
Susan Pessa	Member/UFT	
Harriet Demetriou	Member/Parent	
Randy Goldman	Member/UFT	
Ann Denicker	Member/Parent	
Roselle Tichauer	Member/UFT	
Maria Marotta	Member/Parent	
Danielle Vargas	Member/Parent	
AJ Marcano	Member/Parent	

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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

By June 2012, students in Grades 3 – 5 will show progress towards achieving State standards on the NYS Math Assessment as measured by a 3% increase in performance from the previous year.

### **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 conducting a three-year trend analysis of student performance data on State Assessments, it was determined that all students in Grades 3 -5 need to show improvement in performance in Math. Although an improvement was shown for Third and Fourth Grade last year, there was no increase in Fifth grade performance, and overall performance still underperforms our peer group.

### **Instructional strategies/activities**

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

- a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- 
- a) The Instructional Committee analyzed test data, and trends of Math performance. The Committee formed a Math Sub-Committee to further investigate materials and methodologies for focused instruction. ELLs and SWDs will receive additional support during AIS, ESL push-in or pull-out lessons, and through use of manipulatives, technology and language support. Teacher Teams will analyze student work to refine academic strategies to improve outcomes.
  - b) Classroom teacher, who is supported by Teacher Teams research on best practices, will create rigorous math tasks aligned with Common Core Learning Standards. Differentiated instruction will support all learners in the classroom, by scaffolding task, targeted small group instruction with peer collaboration, the use of Math Word Walls and structured support. AIS, SETSS, Speech and Language Therapist, and ESL teachers will support instruction, in push-in or pull-out lessons.
  - c) Teachers will be included in decision-making process through their grade representative on the Instructional Committee, and Math Sub-Committee, during Grade meetings, and in Teacher Team work, when student work is analyzed and next steps are determined. Math Sub-Committee members attend Network Professional Development in NAEP Task Complexity, which is turn-keyed to relevant staff members.
  - d) Data from Periodic Assessments will be analyzed after their administration in November, January and March.

**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.

A parent is a member of the Instructional Committee.

At School Leadership Meetings, the Instructional Committee representative offers updated reports from meetings.

Parents receive bimonthly newsletters from their child’s Grade reflecting an overview of curricula.

Parents receive a monthly newsletter from the Principal.

Parent workshops are conducted in the evenings.

Translations of letters and notices.

**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.

School Administration attends Job Fairs to recruit highly qualified teachers. School Hiring Committee was comprised of administrators, parents and teachers to select highly qualified candidates. Current teachers are sent for Professional Development workshops, including those turn-keyed by colleagues.

**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.

Sports and Arts After School Program offers academic support during homework periods, as per Principal request.

Peer Mediation

Respect for All Committee

Community Service – Penny Harvest, City Harvest, Pennies for September 11<sup>th</sup>.

Enrichment Clusters – including Stock Market Game, Chess

Move To Improve

**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.

Tax Levy Fair Student Funding – hiring of substitute teachers

Tax Levy Fair Student Funding – Responsible Staff, Pre-K – 5, administration.

Tax Levy NYSTL – math manipulatives and consumables

Race to the Top Funding

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

By June 2012, all students in Grades K-5 will engage in at least one rigorous literacy, and math culminating performance task, which is aligned to a *Common Core Learning Standards* unit of study, as evidenced by student work products.

### **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 order to more fully align instruction to the CCLS, and to provide students in all grades with more rigorous academic tasks, Teacher Teams will develop such tasks, and analyze student products, in order for students to achieve proficiency, according to State Standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  - a) Teacher Teams will collaborate to develop rigorous ELA and Math tasks which will scaffold student skills, through targeted small group instruction, with support through use of manipulatives, Word Walls, and student interaction and discussion, for language support.
  - b) Teachers attend Common Core professional development, including Network professional development and will turn-key to colleagues. Teachers Teams collaborate to research, including Common Core Library, to design and evaluate the Math task, aligned to NAEP rubric. Teachers will attend, and turn-key Professional Development in Universal Design for Learning, and Curriculum Mapping. Teacher Teams will develop a rigorous ELA culminating task in accordance with Webb's Depths of Knowledge, and will evaluate task according to the UDL rubric.
  - c) Teachers will be involved in the decision-making process through Instructional Committee representation, Teacher Teams and Grade Teams, and through professional development workshops.
  - d) Periodic Assessments will be analyzed by Teacher Teams, and Grade Teams after administration in November, January and March, in order to plan lessons to address students' areas of need to be strengthened, in order to complete rigorous ELA and Math tasks. ELA and Math tasks will be administered from Winter 2011 through Spring 2012.

**Strategies to increase parental involvement**

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

A parent is a member of the Instructional Committee.

At School Leadership Meetings, the Instructional Committee representative offers updated reports from meetings.

Parents receive bimonthly newsletters from their child’s Grade reflecting an overview of curricula.

Parents receive a monthly newsletter from the Principal.

Parent workshops are conducted in the evenings.

Translations of letters and notices

**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.

School Administration attends Job Fairs to recruit highly qualified teachers. School Hiring Committee was comprised of administrators, parents and teachers to select highly qualified candidates. Current teachers are sent for Professional Development workshops, including those turn-keyed by colleagues.

**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.

Sports and Arts After School Program offers academic support during homework periods, as per Principal request.

Peer Mediation

Respect for All Committee

Community Service – Penny Harvest, City Harvest, Pennies for September 11<sup>th</sup>.

Enrichment Clusters – including Stock Market Game, Chess

Move To Improve

**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.

Tax Levy Fair Student Funding – hiring of substitute teachers

Tax Levy Fair Student Funding – Responsible Staff, Pre-K – 5, administration.

Tax Levy NYSTL – math manipulatives and consumables

Race to the Top Funding

### 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, English Language Learners will demonstrate achievement on the NYS ELA Assessment as measured by a 3% increase at Levels 3 and 4.

#### **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 conducting a three-year trend analysis of student performance data on state assessment and NYSESLAT, our ELLs have underperformed all other student groups for the past three years. As a result, the ELLs have become a priority in our school, to accelerate their performance through additional support.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  - a) Teachers will provide access to academic content areas and accelerate English Language development using hands on materials, picture word walls and glossaries, buddies and small group instruction. A Push-in Model will be followed for added flexibility in scheduling to meet the diverse needs of ELLs in the least restrictive environment. Imagine Learning, an online, individualized ESL language program, and computer aided instruction, LeapFrog programs, will be used. Our Title III After School program offers additional small group support for our ELLs.
  - b) Fully certified ESL teacher and the classroom teacher use the co-teaching model, with the Push-In model, to enhance English language acquisition and academic knowledge for all students.
  - c) Teachers attend Professional Development offered by the Network for ESL support, on a monthly or bimonthly basis.
  - d) Periodic Assessment data will be analyzed after administration in November, January and March, as well as monitoring during the NYSELAT administration period.

#### **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.

A parent is a member of the Instructional Committee.

At School Leadership Meetings, the Instructional Committee representative offers updated reports from meetings.

Parents receive bimonthly newsletters from their child's Grade reflecting an overview of curricula.

Parents receive a monthly newsletter from the Principal.

Parent workshops are conducted in the evenings.

Workshops for parents of ELLs are offered twice a year.  
Translations of letters and notices

**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.

School Administration attends Job Fairs to recruit highly qualified teachers. School Hiring Committee was comprised of administrators, parents and teachers to select highly qualified candidates. Current teachers are sent for Professional Development workshops, including those turn-keyed by colleagues.

**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.

The Title III After School Program offers additional, after school support for ELLs, taught by our fully certified ESL teacher. Dial-a-Teacher offers translations of homework help in many languages.

Sports and Arts After School Program offers academic support during homework periods, as per Principal request.

Peer Mediation

Respect for All Committee

Community Service – Penny Harvest, City Harvest, Pennies for September 11<sup>th</sup>.

Enrichment Clusters – including Stock Market Game, Chess

Move To Improve

**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 II funding for after school program

Tax Levy Fair Student Funding

Tax Levy –translation funding

Race to the Top Funding

## 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, nine classroom teachers will partner with City Center artists to integrate the Arts into their teaching practice while creating a culture of inquiry, as evidenced by teacher and Teaching Artist observational rubric.

### **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 per our Quality Review from Spring 2011, identified needs were to increase academic rigor in learning experiences, and to promote greater student achievement for all subgroups. Our partnership with City Center has supported our efforts to infuse rigor in language arts, through a variety of experiences in the Arts.

### **Instructional strategies/activities**

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

a) All students participate in dance lessons, activities, and oral communication, including ELLs and Students with IEPs.

b) City Center Resident Artists and City Center Consultants provide professional development, and lesson plans to support teachers to improve their professional practice and dance knowledge.

c) Teachers meet monthly to review student data for effectiveness and to develop next steps.

d)1. Oct: *ThinkDance* presentations for P193 faculty

2.Nov: Core Team Teachers attend Ailey PD at NYCC

3.Dec: Ailey student matinee. Students speak and write about dance and create narratives in the classroom

4.Jan: Flamenco PD. Upper grades begin in-depth Flamenco residencies, introduce movement vocabulary, choreographic devices; infuse ideas about history / culture of dance into curriculum

5. Feb; Core Teachers attend *Flamenco Festival*; upper grades study archetypes embedded in Flamenco; begin choreography.

6.March: residencies focus on making artistic choices and working collaboratively

7. April: residencies culminate in Sharing Session for parents and community members. Students demonstrate choreographic works-in-progress; discuss dance-making process; act as docents in a 'museum walk' highlighting writing and artwork inspired by

dance experiences.

**Strategies to increase parental involvement**

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

Our Core Team for City Center includes a parent representative.

A parent is a member of the Instructional Committee.

At School Leadership Meetings, the Instructional Committee representative offers updated reports from meetings.

Parents receive bimonthly newsletters from their child's Grade reflecting an overview of curricula.

Parents receive a monthly newsletter from the Principal.

Parent workshops are conducted in the evenings.

Parents are invited to attend dance class in session, school stage performance, and trip to City Center.

Translations of letters and notices

**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.

City Center Resident Artists support and collaborate with Core Team Teachers to develop and implement lessons to support teacher performance. Administrative staff regularly attends Hiring Fairs to identify and recruit highly qualified teachers. School Administration attends Job Fairs to recruit highly qualified teachers. School Hiring Committee was comprised of administrators, parents and teachers to select highly qualified candidates. Current teachers are sent for Professional Development workshops, including those turn-keyed by colleagues.

**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.

Sports and Arts After School Program offers academic support during homework periods, as per Principal request.

Peer Mediation

Respect for All Committee

Community Service – Penny Harvest, City Harvest, Pennies for September 11<sup>th</sup>.

Enrichment Clusters – including Stock Market Game, Chess

Move To Improve

**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.

Tax Levy Fair Student Funding

PTA contribution

NYSCA Grant

**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>			<b>N/A</b>	<b>N/A</b>			<b>3</b>	
<b>1</b>	<b>18</b>	<b>18</b>	<b>N/A</b>	<b>N/A</b>		<b>1</b>	<b>1</b>	
<b>2</b>	<b>23</b>	<b>23</b>	<b>N/A</b>	<b>N/A</b>			<b>2</b>	<b>2</b>
<b>3</b>	<b>12</b>	<b>12</b>	<b>N/A</b>	<b>N/A</b>	<b>3</b>			
<b>4</b>	<b>33</b>	<b>33</b>	<b>33</b>	<b>33</b>				
<b>5</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>1</b>	<b>1</b>		
<b>6</b>								
<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
<b>ELA</b>	<p><b>AIS Level 1 Intervention – Small group instruction provided by classroom teacher for students as needed during school day, during class time, by teacher or other support staff who may be working in that classroom.</b></p> <p><b>Test Sophistication Program – Small group, after school program to support identified students in Grades 3-5 in literacy skills and test sophistication skills</b></p> <p><b>ESL – Title III – After school ESL program for Grades 2-5, with the following programs used to differentiate instruction and meet children’s individual literacy needs: Leapfrog, Imagine Learning, and “Treasures” ELL component</b></p> <p><b>Learning Leaders – Adult volunteers from the community who provide 1:1 support for students in all academic areas.</b></p> <p><b>AIS Extended Day – Two 50-minute periods, Monday and Tuesday, following regular dismissal. Provides support for all students considered “at risk”, in all areas of literacy in small groups of 10 students or less, using targeted intervention, and programs such as Wilson, Leapfrog, Imagine Learning, and other computer software programs.</b></p>
<b>Mathematics</b>	<p><b>AIS Level 1 Intervention – Small group instruction provided by classroom teacher for students as needed during school day, during class time, by teacher or other support staff who may be working in that classroom.</b></p> <p><b>Test Sophistication Program – Small group, after school program to support identified students in Grades 3-5 in literacy skills and test sophistication skills</b></p> <p><b>ESL Title III – After school ESL program for Grades 2-5, focused on targeted skill areas</b></p> <p><b>AIS Extended Day – Two 50 minute periods, Monday and Tuesday, following regular dismissal time. Provides support for all students considered “at risk”, in all areas of mathematics in small groups of 10 students or less, using small group instruction, and computer programs such as Study Island, AAA Math, coolmath.com, mathcats.com, funbrain.com.</b></p>
<b>Science</b>	<p><b>AIS Level 1 Intervention – Integrated through ELA in the content area of Science, during regular class time by teacher or support staff, in small group, or 1:1 instruction.</b></p> <p><b>AIS Extended Day – Two 50 minute periods, Monday and Tuesday, following regular dismissal, for all students considered “at risk” to provide support through reading in the content area.</b></p> <p><b>Students in Grade 4 receive an additional 45 minute period of instruction in Science per week, in addition to the state mandated periods. The science lab will be used as a vehicle to provide AIS instruction.</b></p>

<b>Social Studies</b>	<b>AIS Level 1 Intervention – During regular class time by teacher or support staff, in small group, or 1:1 instruction, students receive support in Social studies content through reading comprehension skills and writing skills, with an emphasis on informational text, and writing extended responses based upon data</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>Counseling – Guidance Counselor provides 1:1 or small group counseling and support to non-mandated students who are at risk, during the school day, one period a week, or more if needed.</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>Provides counseling and support to non-mandated students who are at-risk. The school psychologist will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as needed basis to at-risk students. This service will identify emotional, social neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.</b>
<b>At-risk Services provided by the Social Worker</b>	<b>The Social Worker will provide counseling services and support to non-mandated at –risk students. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.</b>
<b>At-risk Health-related Services</b>	<b>The School Nurse will assist students in learning how to cope with health related issues such as obesity, diabetes, asthma, etc. The School Nurse facilitates a morning class for students with asthma.</b>

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

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

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

**Part I. School ELL Profile**

**A. School Information **

Cluster Leader/Network Leader <b>Debra Maldonado / Mae Fong</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>193</b>
School Name <b>Alfred Kennedy</b>			

**B. Language Allocation Policy Team Composition **

Principal <b>Joyce Bush</b>	Assistant Principal <b>Diane Tratner</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Madelyn Wasserman</b>	Guidance Counselor <b>Meiling Liu</b>
Teacher/Subject Area <b>Leonard Micharlson / ICT teach</b>	Parent <b>Athena Pappas</b>
Teacher/Subject Area <b>Susan Pessa / ICT teacher</b>	Parent Coordinator <b>Judith Rodriguez</b>
Related Service Provider <b>Maria Karathatis / IEP teacher</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</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>1</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

**D. School Demographics**

Total number of students in school	<b>453</b>	Total Number of ELLs	<b>52</b>	ELLs as share of total student population (%)	<b>11.48%</b>
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**Part II. ELL Identification**

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

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

1.a. At Kindergarten registration, Home Language Identification Surveys (HLIS) forms are given out to all parents, or other guardians or relatives. Translators are available, when needed. An informal interview is conducted by a pedagogue in English, or in a Native Language with a translator to discuss the language background of the child, and answer questions about how to complete the HLIS form. Our fully certified ESL teacher checks over all of the HLIS forms to make sure they have been completed correctly, and makes the determination based on the HLIS form and the informal interview, as to which children need to take the LAB-R Test. This procedure is followed whenever a new admit enters PS 193. The ESL teacher then administers the LAB-R within the first ten days of school.

1b. Using the cut scores for the LAB-R, our ESL teacher determines which children are ELLs, and which children passed the LAB-R. The children who speak Spanish, and are identified to be ELLs, are then given the Spanish LAB by a fully certified pedagogue. All of the LAB-R answer documents are sent to the State for processing.

1c. All of the ELLs in our school take the New York State English As a Second Language Achievement Test (NYSESLAT). To ensure that all ELLs take the NYSESLAT annually, our fully certified teacher checks the RLER in ATS. Our ESL teacher, and several other fully certified teachers annually administer all four parts of the NYSESLAT - Speaking, Listening, Reading, and Writing. These teachers have been trained by our ESL teacher to administer the NYSESLAT. To ensure that all four components are administered, our ESL teacher uses the following order when administering the exam: Speaking, Listening, Reading, and Writing, followed by any make-up exams that are needed. The tests are carefully counted and recounted before and after the exam is administered, and stored in a secure location by our ESL teacher, who makes sure that the tests are safely returned to the State at the end of the exam period.

2. Regarding parental choice, the ESL teacher sends out the Entitlement Letters in September, in appropriate languages, inviting parents of the children did not pass the LAB R to an orientation meeting at P.S. 193 during the first ten days of school. At the meeting a video is shown in appropriate languages to inform parents of their choices regarding the three models: ESL, Dual Language and Bilingual.

3. Our ESL teacher ensures that all entitlement letters are distributed based on LAB-R scores and NYSESLAT scores. Entitlement Letter "C" is sent to all of the new ELLs who did not pass the LAB-R. The Parent Survey and the Program Selection Forms are sent with Entitlement Letter "C". These forms are brought back when the parent or guardian come in for the Parent Orientation Meeting that takes place within the first ten days of school.

4. Based on the video, the Parent Selection Form, the Parent Survey, and discussions with parents at this meeting (with the help of translators), we determine if a Bilingual or a Dual Language program is requested. No parents have requested a Bilingual or Dual Language Program for the 2011-2012 school year. We reach out again to the parents who did not attend the first orientation and make arrangements to attend an orientation at their convenience. All of the parents of new admits attended an orientation and filled out the Parent Survey and the Selection form this year. Placement letters are distributed informing the parents that the child has placed in an ESL program in our school based on the meeting. Entitlement and NonEntitlement Letters are given out to all of the ELLs based on whether they passed the NYSESLAT or whether they will remain in ESL for the 2011-2012 school year. Copies of all Entitlement and Placement letters are put in the ESL binder in the ESL room and the original form is placed in the child's file.

5. For the past few years, all the the parents of our new admits have chosen the ESL instructional program as their first choice (100%)

6. The program we have at PS 193 is Freestanding ESL, and that has been the choice of the parents of our new admits.

## Part III. ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	8	8	8	4	8	8								44
<b>Total</b>	8	8	8	4	8	8	0	0	0	0	0	0	0	44

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	40	Special Education	13
SIFE	1	ELLs receiving service 4-6 years	12	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										
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	Total	

ELLs by Subgroups										
	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	Total
TBE										0
Dual Language										0
ESL	40	1	4	11	0	8	1	0	1	52
Total	40	1	4	11	0	8	1	0	1	52

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	2	1	3	3								16
Chinese	4	3	2	1	1	1								12
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean	4	5	2			3								14
Punjabi														0
Polish														0
Albanian														0
Other	2	2	2		4									10
<b>TOTAL</b>	<b>13</b>	<b>15</b>	<b>8</b>	<b>2</b>	<b>8</b>	<b>7</b>	<b>0</b>	<b>53</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

11. To assure that the mandated number of instructional minutes is provided for all ELLs, we are using both a push-in and a pull-out model. We have grouped our ELLs in one class on each grade. We are using that model in grades K-5. The General Education classes in our school are heterogeneous, and our ELLs are placed in those classes by age.

2a. Our newcomers (Beginners) are receiving 8 periods (360 minutes) of ESL per week as per CR Part 154, to help them learn vocabulary and skills in the content areas, using research based programs. Our Intermediates also receive 360 minutes of ESL per week to help them reach the goal of passing the NYSESLAT, and moving up on the ELA and Math State exams. Our Advanced ELLs receive 4 periods, (180 minutes) of ESL per week and 180 minutes of ELA instruction, as required under CR Part 154, with the goal of passing the NYSESLAT and also moving toward proficiency on the ELA and Math tests.

Our fully certified teachers and our ESL teacher, during push-in, work with the ELLs using Treasures, Everyday Math, and Imagine Learning English. They use ESL strategies to support the ELLs and help them work towards raising their performance levels on the ELA and Math State Tests. The students are seen by our fully certified ESL teacher for the mandated minutes using an individualized reading component from LeapFrog, our research based computer program to strengthen their listening and reading. NLA is delivered by using translated tests, glossaries, and Imagine Learning English, which uses native language support.

2b. ELA instruction is delivered in the classrooms during the 90 minutes Literacy Block each day where our ELLs receive support and differentiated instruction.

3. Our fully certified ESL teacher will be pushing in and pulling out in grades K-5 during the 2011-2012 school year to help provide instruction in the content areas. She will focus on academic language, vocabulary and ESL strategies as she works with the classroom teachers to help make the content areas comprehensible for the ELLs. Picture word walls, glossaries, small group instruction and differentiation will be used to enrich language development. In Grades K, 1 and 2, our ESL teacher will be pushing into the classrooms to work directly with the classroom teachers to use ESL strategies to help make content comprehensible and to enrich language. We will be preteaching difficult words, using pictures, and working in small groups to ensure that the ELLs work on Listening, Speaking, Reading, and Writing on their level. Our First Grade ICT student works with her own bilingual para in her classroom and in ESL to work towards these goals. Our ESL teacher works with our Kindergarten and Grade One ELLs in doing "Movement to Music" to teach appropriate vocabulary, such as parts of the body, colors and direction words.

4. A fully certified pedagogue who speaks Spanish ensures that our ELLs are appropriately evaluated in Spanish for the Spanish LAB.

5. a. We currently have 1 SIFE student. We will use translated glossaries, picture word walls, small group instruction, and differentiation to help our SIFE student move towards proficiency. Our ESL teacher will work with our SIFE student for 360 minutes per week, as per CR Part 154, using research based programs. These programs include the Treasures ESL component, Imagine Learning English, and LeapFrog. The ESL and classroom teachers will collaborate to develop appropriate lessons for the SIFE student.

**A. Programming and Scheduling Information**

b. Our fully certified teachers and our fully certified ESL teacher use the following research based programs with our ELLs who has been in U.S. schools for less than 3 years - Treasures, Imagine Learning English, LeapFrog, and Everyday Math. The following strategies are used to help our ELLs to move towards proficiency on NYSESLAT, and move up on the State Reading and Math tests. During both our push-in and pull-out model, the following instructional approaches and methods are used to make content comprehensible and enrich language development, using ESL strategies: pre-teaching activities, Total Physical Response (TPR), cooperative learning activities, teacher modeling, use of manipulatives and visuals, peer-tutoring, and lessons with hands-on activities. The ESL teacher introduces high-interest and grade appropriate topics, and supports topics being learned in the classroom. ESL strategies are infused in content area instruction. Throughout the day, the classroom teacher provides additional language development instruction, both in language acquisition, and in content areas. The ESL teacher introduces high-interest, and grade appropriate topics, for example, holidays, home and school events, and every day experiences. In addition, the ESL teacher provides support for content area subjects. Through these multi-modality activities, students are offered many and varied opportunities to integrate listening, speaking, reading and writing daily.

c.d. The children who have been in ESL for 4-6 years, and our Special Needs ELLs, receive ESL and AIS services. Many of them receive SETSS, Speech, and/or Occupational Therapy, as well. The services provided to long-term ELLs are as follows: AIS services, both during the day and after school, AIS during the day in the SETSS program, ongoing throughout the year. In addition, our school will use our 2 weekly 50-minute periods at the end of the day for AIS services. During this time, ELL students are assigned to work with fully certified teachers and receive additional help to ensure that they attain and maintain proficiency levels in English and academic subjects. Research shows that small group instruction enhances academic and social performance. Many of our ELLs receiving services for 4-6 years will be staying for the Title III program, and working in small groups with our ESL teacher to help them reach proficiency on the NYSESLAT and improve on their Reading and Math scores on the State tests.

6. The instructional strategies and grade level materials that teachers of ELL-SWDs use that provide access to academic content areas and accelerate English language development are hands-on materials, picture word walls, glossaries, buddies, and small group instruction.

7. Our school utilizes the push-in model for added flexibility in scheduling, in order to curriculum instruction to meet the diverse needs of the ELL-SWDs within the least restrictive environment.

**Courses Taught in Languages Other than English ⓘ**

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

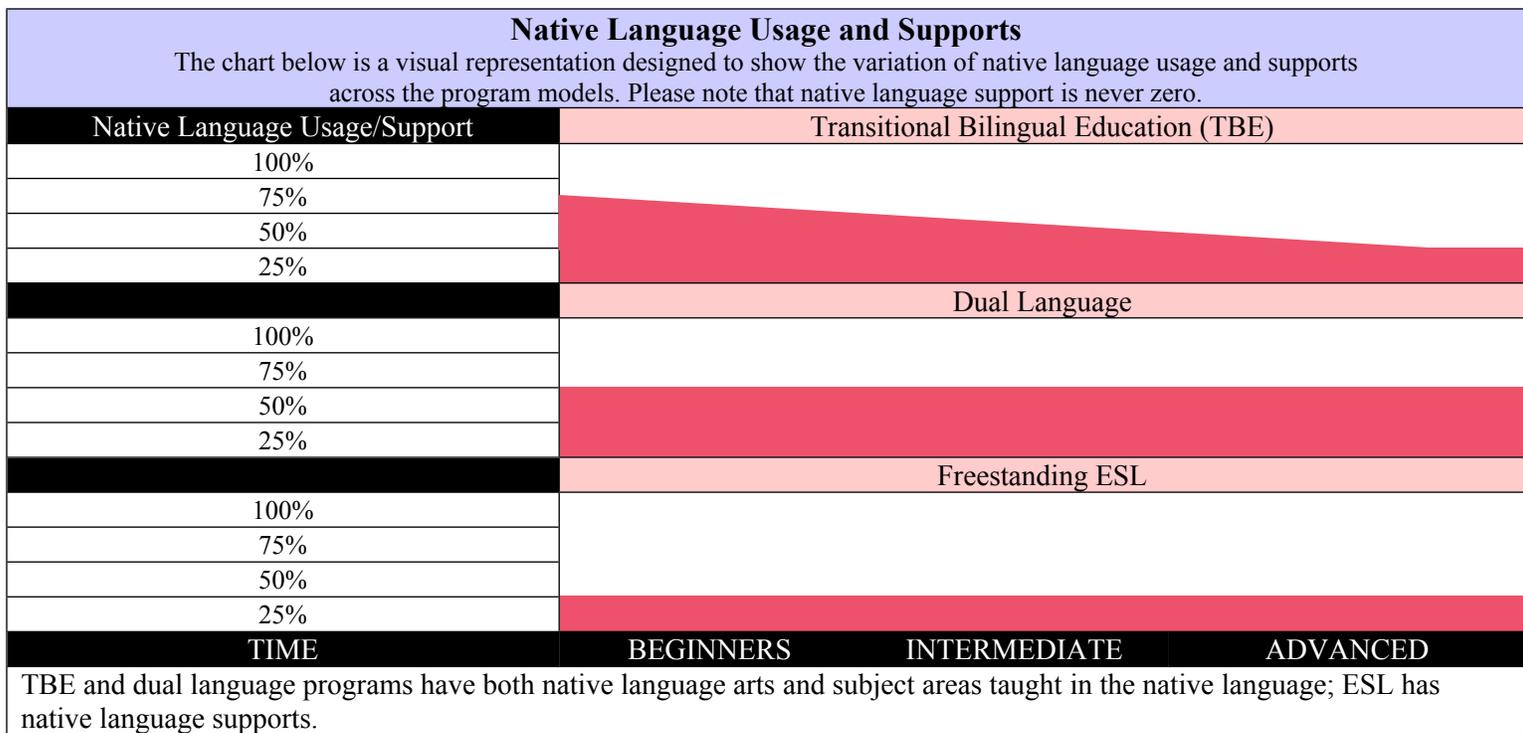
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



## 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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17. What language electives are offered to ELLs?

8. The ESL teacher examines results of Periodic / Interim Assessments as scores become available to us, to inform our instruction. In analyzing the results the teacher determines which individual ELLs are weak in particular areas. Using this information it is decided how to address their needs with additional help. This may include participation in AIS, use of technology, small group instruction in classrooms, and support for the General Education curriculum by the ESL teacher in either the pull out periods, or periods when the ESL teacher works with students in their classrooms.

The ESL teacher will collaborate with classroom teachers to plan strategies for reading and writing for the ELLs, using the Treasures Reading program and Everyday Math. In addition ELLs are assigned to various AIS programs throughout the school, ongoing through the year, working on reading, writing and math. During the 50 minute AIS periods, we try to help our Beginner and Intermediate ELLs struggling in reading and math by differentiating the instruction further based on any weak areas such as math, phonics, comprehension or writing, with the goal being to attain proficiency levels in English and academic subjects. This works well because our ELLs receive additional support on skills they need in a small group setting. All of our ELLs who are in testing grades receive time and a half extended time, and separate location to take State Assessments.

9. We are carefully following our ELLs who have reached proficiency on the NYSESLAT exam. Those students also receive extended time (time and a half) on State Assessments, and take the test in a separate location. The children who have passed out of ESL receive this support for two years. If these children are having any difficulties they are referred for AIS help after school and receive help from our ESL teacher during push-in periods.

10. We will be continuing our Title III ESL After School Program for the 2011-2012 school year. Grades 1-5 will meet three days a week after school to work on math and literacy skills, to work towards proficiency on the NYSESLAT and State tests.

11. We are continuing all previous programs and services for our ELLs during the 2011-2012 school year.

12. Our ELLs have equal access to all school programs. Our ELLs have the same access to our Sports and Arts after school program. They also have the opportunity to stay for AIS help and Title III.

13. In addition, we have continued to receive ESL funds (Title III) enabling us to provide an after school literacy program 3 times a week, for grades 1-5 using research based programs. With these funds, we purchased the Imagine Learning English Program, a research-based computer instructional program that teaches children English using 1-1 instruction. Imagine Learning English allows us to differentiate instruction for each ELL while working on vocabulary, phonemic awareness, conversations, letter recognition, listening comprehension and reading fluency. Thirty-seven of our ELLs have been placed on this program and have access to it in their classrooms, and in the ESL room. Progress is shown on detailed reports for the student and teacher with native language support. We purchased the Treasures Reading Program as the literacy program for the entire school which has an ESL component and differentiates instruction by levels. Our Leapfrog System provides a great deal of support for our ELLs. We are currently using Leapfrog assessments and skill cards, which are differentiated for each child's reading level. We have Leapfrog interactive books, a Leapfrog leveled library and a phonics series. For our Beginners we also use the Leapfrog Language First Series, a multi-sensory program for English language development. This program is a series of books, designed to develop English language proficiency, but in addition, it supports reading instruction, appropriate to the child's level of language proficiency. Directions for all "Language First" activities can be accessed by the children, in their native languages for vocabulary development. We also are using Acuity tutorials to provide reading and skills practice for our ELLs on their level. We are also using the Rigby ELL assessment kit and leveled library. Using the Rigby In-Step leveled readers, we are reading leveled books and working on comprehension skills in the academic subject areas as well. Our plan is to help all of these children work their way from 8 periods of ESL a week to 4 periods a week, and then on to passing the NYSESLAT exam.

14. Native language support is delivered to the Beginner ELLs in our Imagine Learning English Program. Directions to the activities are given in the child's native language. Directions for the Language First part of the Leapfrog are also given in a student's native language. We also have books and charts and dictionaries in native languages. Multicultural materials are also available.

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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?

1. The ESL parents of our new admits come to our school for an orientation meeting. During the school year, the ESL teacher is available to meet with all parents of ELLs on Back to School Night, and during our two Parent-Teacher conferences. Translators are available during those times. During the year there is ongoing contact as needed in the form of conferences, or on the telephone. The ESL teacher also participates in SBST meetings involving all ESL students with an IEP, as well as Annual Reviews of IEPs.

2. The Parent Coordinator of PS 193 has access to information about workshops in the district and provides this information to the parents of all of our ELLs. One of the services provided to ELL parents is the Dial-A-Teacher Program, where our ELLs can get homework help in many different languages. The New York City Public Library system offers services to help our ELL students and parents.

3. We evaluate the needs of the ESL parents, on an individual basis. We provide translators for our ELLs' parents during Parent Teacher Conferences. We provide translated letters and notices when necessary. We use translators as needed during SBST or annual review processes. We can also evaluate the needs of our ELLs during the Back To School Night Parent Orientation, and during the ESL Parent Orientation for new ESL students. We will be sending out Parent Surveys to find out what further help our ESL parents require.

4. All of the prior services offered to our ELL parents make them fully aware of how their children are performing in school, how the school can help them and how they as parents can help their children. Our Occupational Therapist will be doing a writing workshop for all parents in our school.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## 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.

1. The ESL personnel at PS 193 participate in ongoing staff development. The ESL teacher has recently attended two Professional Development sessions given for CFN 535. Network Leader, Mae Fong, and Facilitator Alice Cohen, Director of Student Services: ESL, provided the Professional Development. We also had Professional Development for the staff. Our lower grade teachers of ELLs and our upper grade teachers of ELLs met with Alice Cohen and our ESL teacher during 2 Professional Development periods to discuss the push-in model and ESL strategies. In addition professional development in the area of ESL is available both through the Dept of Education of NYC and through our network, and will be ongoing throughout the year. Our ESL teacher turnkeys ESL strategies and scaffolds in all content areas in the classrooms during push-ins, and turnkeys ESL workshops for our staff. We review the academic language ELLs need for development in Math, Social Studies, and Science.

2. In transitioning from elementary to middle school, teachers indicate all information necessary for placement in classes and into ESL programs and forward this information through our guidance office to the schools chosen by the respective students/parents, insuring that all services which should be provided in the next school are indicated on the child's record. Much help is available through our guidance dept to assist parents in this transitional time.

3. Our Network Support Specialist for ESL and our ESL teacher will provide ongoing professional development during the school day, at Professional Development meetings, and at Faculty Conferences to ensure that the classroom teachers receive the 7 1/2 hours they need in teaching ELLs and 10 hours for Special Education teachers and paraprofessionals. At the present time, all of our staff have the required 7.5 hours for General Education teachers or ten hours for Special Education teachers, as per Jose P. Our staff keep personal records on their hours of ESL training, as per Jose P. We have had our ESL Support Specialist give professional development this year and in past years. Our ESL teacher has attended professional development meetings with staff members to receive ESL training. For new staff, our ESL teacher will provide professional development.

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# 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)	4	6	2			1								13
Intermediate(I)	2	7	2		1	3								15
Advanced (A)	7	1	4	2	7	3								24
Total	13	14	8	2	8	7	0	0	0	0	0	0	0	52

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		2	1			1							
	I		2	1			1							
	A		5	2	1	2	1							
	P		5	4	1	6	4							
READING/ WRITING	B		5	2			1							
	I		8	2	1	1	3							
	A		1	4	1	6	3							
	P					1								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	4	3		8
4	2	3	1		6

### 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.

1. We used the DiBELs (Dynamic Indicators of Basic Early Literacy Skills) Assessment tool at P.S. 193. There are 3 levels of achievement in DiBELs, Intensive (intensive help), Strategic (must be monitored for possible risk), and Benchmark (met goals). It monitors progress so we can differentiate the needs of each student, including the ELLs, based on the data. By looking at the data, for our 6 First Grade Beginners, we see that they are all on the Intensive level. This indicates to us that they are in need of intensive help. These children will be receiving 8 periods of ESL as per Jose P. Six of those periods will be push-in, where our fully certified classroom teacher and our fully certified ESL teacher will use the co-teaching models and ESL strategies to help move these children up to the next level, Strategic. The data for our Intermediates indicates that 3 children are at the highest level, Benchmark, 2 are at the middle level, Strategic, and only 1 Intermediate is at the lowest level, Intensive. We are also using Fountas and Pinnell in our lower grades to assess the reading levels of these children. This is performed 3 times a year, so progress can be monitored. The first round of Running Records are being done now.

2. and 4a. In Grade K, we have 6 Beginner / Intermediate ELLs. In Grade 1, 12 of our 13 ELLs are Beginner or Intermediates. We have

### 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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	2		1	1	1		7
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				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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- 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.

1. We used the DiBELs (Dynamic Indicators of Basic Early Literacy Skills) Assessment tool at P.S. 193. There are 3 levels of achievement in DiBELs, Intensive (intensive help), Strategic (must be monitored for possible risk), and Benchmark (met goals). It monitors progress so we can differentiate the needs of each student, including the ELLs, based on the data. By looking at the data, for our 6 First Grade Beginners, we see that they are all on the Intensive level. This indicates to us that they are in need of intensive help. These children will be receiving 8 periods of ESL as per Jose P. Six of those periods will be push-in, where our fully certified classroom teacher and our fully certified ESL teacher will use the co-teaching models and ESL strategies to help move these children up to the next level, Strategic. The data for our Intermediates indicates that 3 children are at the highest level, Benchmark, 2 are at the middle level, Strategic, and only 1 Intermediate is at the lowest level, Intensive. We are also using Fountas and Pinnell in our lower grades to assess the reading levels of these children. This is performed 3 times a year, so progress can be monitored. The first round of Running Records are being done now.

2. and 4a. In Grade K, we have 6 Beginner / Intermediate ELLs. In Grade 1, 12 of our 13 ELLs are Beginner or Intermediates. We have one ICT Beginner ELL. In Grade 2, we have an even number of Beginner / Intermediate, and Advanced ELLs, in both General and Special Education classes. In Grade 3, we have 2 Advanced ELLs. In Grade 4, we have 7 Advanced ELLs in General Education and in ICT, and 1 Intermediate ELL in the ICT class. In Grade 5, we have 4 Beginner / Intermediate ELLs in General Education and Self-contained Special Education classes.

We have 3 Advanced ELLs in Grade 5 ICT class, and General Education class. By looking at the data, we see that we need more differentiation in grades where we had more varied proficiency levels. This data can be used to drive instruction for all our ELLs to move them ahead. Grade 1 for example, is mostly Beginners and that shows us that we need to focus on vocabulary, and beginning reading skills.

## 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

<b>School Name: PS 193 Alfred Kennedy</b>		<b>School DBN: 25Q193</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joyce Bush	Principal		10/19/11
Diane Tratner	Assistant Principal		10/19/11
Judith Rodriguez	Parent Coordinator		10/19/11
Madelyn Wasserman	ESL Teacher		10/19/11
Athena Pappas	Parent		10/19/11
Leonard Micharlsen	Teacher/Subject Area		10/19/11
Susan Pesso	Teacher/Subject Area		10/19/11
	Coach		1/1/01
	Coach		1/1/01
Meiling Liu	Guidance Counselor		10/19/11
	Network Leader		1/1/01
Maria Karastathis	Other <u>IEP teacher</u>		10/19/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 25Q193      **School Name:** P.S. 193 Alfred J. Kennedy

**Cluster:** CEI-PEA      **Network:** 535

**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. 193Q uses the results from the Learning Environment Survey as well school-created surveys and evaluations to determine the translations needs of our school community. We also use the ATA OTELE report and the Home Language Information forms (HLIS) to assess this need.

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.

A. Three major languages spoken in P.S. 193 other than English are: Chinese, Korean and Spanish.

B. The following languages are spoken by a small number of parents: Greek, Arabic, Farsi, Italian, Persian, Hungarian, Japanese, Urdu, Polish, Portuguese and Pashtu.

These findings will be reported to the school community via the parent newsletter.

## Part B: Strategies and Activities

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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.

Open school invitations  
Special even/activity announcemnets, school newspaper  
Central notices not already available in translated versions, etc.

School automatic messaging system is able to send school-wide messages in Spanish, Chinese and Korean.

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.

In-house school staff or parent volunteers will be available for oral interpretation at:

- Student Admissions
- ELL Parent Orientations
- PTA Meetings, Open School, special events/activities, parent workshops
- Group or Individual parent meetings
- Counseling
- Telephone communications

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>.

The Parent Coordinator and School Secretary will maintain a list of parents who need translation services. Notices will be sent in the specific languages needed. Letters will be sent to the DOE Translation Office for general translation of form letters. The school will access the need for services and provide as needed.





### 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: There will be two groups of students that will participate in the ESL Title III After School Program, beginning on Jan. 9, 2012. The program will take place on Mondays and Tuesdays, from 3:30-5:00 PM. Grade 2 & 3 students will work with Madelyn Wasserman, a certified ESL teacher, and a gen. ed. teacher. Students will be divided into two groups - beginner, and intermediate/advanced. Students will rotate and work half of the time with Ms. Wasserman on improving test taking strategies for the NYSESLAT and the ELA through direct instruction from the teacher. In addition, the Leapfrog system, which consists of Language First, High Interest/Low Readability books, and skill cards will be used. Using Leapfrog, the students take reading assessments that place them on an appropriate level. Instruction is differentiated - each student is working on the skills they need based on the individual assessments. Also, the Imagine Learning System, which is a software ESL literacy program will be used for independent work. Imagine Learning English teaches direct vocabulary development (including academic language), listening and speaking, phonemic awareness, emergent literacy, and school readiness, with individualized lessons and graphic support. Teachers will be utilizing materials such as "Navigate the Course of Strategic Readers", and "Comprehension Plus". When working with the gen. ed. teacher, students will be working on specific math strategies, identified through analysis of data. The teacher will be supporting basic math skills and vocabulary, through the use of manipulatives and differentiation in small group and one to one instruction.

### Part C: Professional Development

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

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

Begin description here: ELL students are clustered in one class on each grade, in order to implement a push in ESL co-teaching model. Common prep periods have been built into the schedule for Early Grade ELL teachers, and Upper Grade ELL teachers to meet with Ms. Wasserman on a bi-weekly basis as she shares best practices for delivery of ESL instruction. Ms. Wasserman provides Professional development at Faculty conferences to share characteristics of language acquisition for ELLs, and academic language needed for development in the content areas. Our Network ESL Instructional Specialist, Alice Cohen, visits on a regular basis to meet with teachers to share ESL co-teaching strategies.

### Part D: Parental Engagement Activities

### 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: Parent Coordinator provides outreach for parents of ELLs and serves as a resource for parents and parent organizations. She maintains materials in different languages that can assist parents in understanding all school services and programs, including ESL services and programs. A plan is in place to address communication with non-English speaking parents through translations and interpretation. Written and oral translations are provided in the most dominant languages of Korean, Spanish, and Chinese documents such as PTA notices, open school invitations, and activity announcements. Translators are available for parent workshops, special events and parent-teacher conferences.

An orientation session for parents of ELLs takes place in early October. Topics at the orientation include state standards, assessments, school expectations, and general requirements for the ESL programs. The ESL teacher, Parent Coordinator, and Guidance Counselor present workshops throughout the year on strategies parents can use to help their children with homework, vocabulary development, literacy, math, social studies and science, and how to effectively communicate with their children's teachers. Translators are available at these workshops.

### Part E: Budget

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

Allocation Amount: \$11200

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>	\$5131.68	Teacher per session = \$3022.56 (2 teachers, 3 hrs. per week, 12 weeks = 72 hrs x 41.98 Supervisor per session = \$2109.12 (1 supervisor, 4 hrs per week, 12 weeks = 48 hrs x 43.94)
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,</li> </ul>		

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	\$6068.00	Imagine Learning software license renewal
Travel	\$0.0	
Other		
<b>TOTAL</b>	<b>\$11,199.68</b>	