



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME : P.S. 253

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q253

PRINCIPAL: ROBIN L. JOHNSON EMAIL: RJOHNSO2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELLE LLOYD-BEY

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
Robin L. Johnson	*Principal or Designee	
William Eastadt	*UFT Chapter Leader or Designee	
Roselyn Mendez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Fred Iorio	Member/AP	
Cindy Ramirez	Member/Teacher	
Tanya Moorer	Member/Teacher	
Brenda Tribble	Member/Parent	
Patricia Rivas	Member/Parent	
Jacqueline Haskin	Member/Parent	
Jeanette Wilkens	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

By June 2012, the students in grades K-5 will make a year's growth in reading based on the acuity test.

Comprehensive needs assessment

- After conducting a three year trend analysis of student performance data on state assessments, it was determined that a more rigorous curriculum in literacy needs to be developed.

Instructional strategies/activities

To accelerate literacy skills for our school's students performing on the lowest level with a focus on Grades 3, 4, and 5.

- Increase by 50% in the subgroup Tier 1 and Tier 2 to Tier 3 or higher, demonstrating growth on the Customized Acuity Assessments from the fall 2011 Predictive Test to the spring 2012 Predictive test.
- Increase by 50% in the subgroup Tier 1 and Tier 2 to Tier 3 or higher, demonstrating growth on the Customized Acuity Assessments from the fall 2011 ITA Test to the spring 2012 ITA test.
- Professional development will be introduced during the conferences in early September. Continued PD will take place during inquiry team meetings and curriculum mapping sessions twice a week for all staff members.
- Staff will receive increased training on the use of student data to improve teaching and learning during the Professional period blocks and Inquiry Team meetings.
- Provide a series of professional development sessions on the development of rigorous literacy tasks and the learning plan that leads to the completion of the task by students.
- Support the development of a lead inquiry team to turnkey task development activities to grade level teacher teams.
- Meet with lead inquiry and teacher teams to support rigorous task and learning plan development.
- Meet with lead inquiry and grade level teams to look at student work obtained from the task to determine student's thinking and make instructional adjustments to meet student's needs.
- Teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to conduct research and use supporting evidence.
- Teachers will develop collaborative lessons that engage all students in rigorous tasks, embedded in well crafted instruction.

- Copy of teacher developed tasks and rubrics aligned to the Common Core State Standards.
 - Teachers will meet in grade level and cross functional teams to review and discuss best practices.
 - Support staff in the use of technology to access data from Acuity. Predictive and diagnostic (ITA) assessments.
 - Administration will strengthen teacher practice by examining and refining the feedback teachers receive.
 - Timeline – September 2011 – June 2012

Strategies to increase parental involvement

- Introduction of staff in Mid September (Back to school night)
- Administration will inform and articulate the goal and rationale at Parent Teacher Association meetings.
- School Leadership Teams will be informed and turnkey this information to their constituencies.
- Parents will be trained to use the ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- The pupil personnel secretary will work closely with the network Human resources point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The school has established two 45 minute professional development blocks incorporated in the daily program to engage staff in best practices.
- Flexibility in the program allows for classroom intervisitations as well as articulation between the administration and staff.
- Mentoring programs before and after school allows greater development for teacher effectiveness.

Budget and resources alignment

- As a title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111, SIIG Funds and human resources to implement this plan from September 2011- June 2012.
- Professional instructional materials to support curriculum development and teacher effectiveness during the regular school day.

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

- **By June 2012, the students in grades K-5 will make a year's growth in Mathematics based on the acuity test.**

Comprehensive needs assessment

- After conducting a three year trend analysis of student performance data on state assessments, it was determined that a more rigorous curriculum in mathematics needs to be developed.

Instructional strategies/activities

To accelerate Mathematics skills for our school's students performing on the lowest level with a focus on Grades 3, 4, and 5.

- **Increase by 50% in the subgroup Tier 1 and Tier 2 to Tier 3 or higher, demonstrating growth on the Customized Acuity Assessments from the fall 2011 Predictive Test to the Spring 2012 Predictive test.**
- **Increase by 50% in the subgroup Tier 1 and Tier 2 to Tier 3 or higher, demonstrating growth on the Customized Acuity Assessments from the fall 2011 ITA Test to the Spring 2012 ITA test.**
- **Students in grades 3, 4, and 5 will show progress in the domain; Operations and Algebraic Thinking– using the Model with Mathematics format.**
- **By May 70% of students will effectively improve in the domain of Operations and Algebraic Thinking.**
- **Students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics.**
- **Teachers will develop collaborative lessons that engage all students in rigorous tasks, embedded in well crafted instruction.**
- **In team meetings, teachers will look closely at current student work to understand the steps needed to reach the level of performance that the Common Core Standards demand.**
- **Plan with AUSSIE consultants to conduct a series of workshops for the assistant principal and a lead math teacher or coach to deepen understanding of what rigorous instruction is, how to develop a math task utilizing the task analysis guide to determine the level of rigor.**
- **Support the development of a lead inquiry team to turnkey task development activities to grade level teacher teams.**
- **Meet with lead inquiry and teacher teams to support rigorous task and learning plan development.**
- **Meet with lead inquiry and grade level teams to look at student work obtained from the task to determine students thinking and make instructional adjustments to meet student needs.**

- Teachers will meet in grade level and cross functional teams to review and discuss best practices.
- Support staff in the use of technology to access data from Acuity. Predictive and diagnostic (ITA) assessments.
- Administration will strengthen teacher practice by examining and refining the feedback teachers receive.
- Timeline – September 2011 – June 2012

Strategies to increase parental involvement

- Introduction of staff in Mid September (Back to school night)
- Administration will inform and articulate the goal and rationale at Parent Teacher Association meetings.
- School Leadership Teams will be informed and turnkey this information to their constituencies.
- Parents will be trained to use the ARIS Parent Link
- Parents will be informed of their children's goals and benchmarks by newsletters, agenda books, or conversation.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- The pupil personnel secretary will work closely with the network Human resources point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The school has established two 45 minute professional development blocks incorporated in the daily program to engage staff in best practices.
- Flexibility in the program allows for classroom intervisitations as well as articulation between the administration and staff.
- Mentoring programs before and after school allows greater development for teacher effectiveness.
- The 37 ½ minute UFT additional block is used once a week on a rotating basis to allow for Teacher Teams and administration to meet.

Budget and resources alignment

- As a title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111, SIIG Funds and human resources to implement this plan from September 2011- June 2012.
- Professional instructional materials to support curriculum development and teacher effectiveness during the regular school day.
- An additional cluster position was created to allow for the time needed in programming the building to ensure the implementation of this goal.

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**

- **To establish school-wide procedures whereby inquiry teams identify measurable goals for their target population and monitor the impact of instructional practices on student achievement.**

Comprehensive needs assessment

- After conducting an analysis on teacher Inquiry teams over the last two years, it was determined that a more rigorous and outlined method of development needs to be in place to promote teacher growth and effectiveness on identifying measurable goals and their impact on student achievement.

Instructional strategies/activities

- **By February 2012, teacher teams will have identified their targeted area for growth and create measurable goals for students to assess the impact of instructional practices tailored to improve student achievement.**
- **Staff will receive increased training on the use of student data to improve teaching and learning.**
- **All teachers of the PS 253Q community will receive ongoing professional development in the form of Inquiry team meetings and Curriculum Mapping meetings.**
- **Grade 3, 4 and 5 staff members will receive ongoing professional development in acuity training, utilizing performance based data to create and drive instruction.**
- **Student portfolios in Literacy and Mathematics will be maintained monthly.**
- **The following staff will meet with the teachers: Administration, Math and Literacy specialists, Academic Intervention Services, Early Intervention specialists, and ESL. These lead teachers will train and monitor staff, thus creating learning communities and building capacity in regards to how their data from Periodic Assessments/Classroom Assessments, Predictive, and Diagnostic (ITA) assessments should design/determine targeted lesson planning for students.**
- **Provide Professional Development in enhancing the analysis of data to determine how students are performing.**
- **Work with the Data Specialist to deepen staff awareness and understanding of all relevant school data/ both hard and soft.**
- **Common Prep periods school wide, Lunch and Learns, Grade conferences, faculty conferences, New Teacher workshops, Intervisitations (class, Grade and Schools), study groups.**
- **Share student goals and interim steps with parents in order to enable them to support their children's learning at home.**

Strategies to increase parental involvement

- Administration will inform and articulate the goal and rationale at Parent Teacher Association meetings.
- School Leadership Teams will be informed and turnkey this information to their constituencies.
- Parents will be trained to use the ARIS Parent Link
- Parents will be informed of their child's curriculum during special ELA and Math Parent workshops.
- Curriculum maps will be posted on the school's website to further promote the home school connection.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- The pupil personnel secretary will work closely with the network Human resources point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

- The school has established two 45 minute professional development blocks incorporated in the daily program to engage staff in best practices.
- Flexibility in the program allows for classroom intervisitations as well as articulation between the administration and staff.
- Mentoring programs before and after school allows greater development for teacher effectiveness.
- The 37 ½ minute UFT additional block is used once a week on a rotating basis to allow for Teacher Teams and administration to meet.
- CFN network has provided bi-monthly professional development workshops.

Budget and resources alignment

- As a title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111, SIIG Funds and human resources to implement this plan from September 2011- June 2012.
- Professional instructional materials to support curriculum development and teacher effectiveness during the regular school day.
- An additional cluster position was created to allow for the time needed in programming the building to ensure the implementation of this goal.

Strategies to increase parental involvement

- Administration will inform and articulate the goal and rationale at Parent Teacher Association meetings.
- School Leadership Teams will be informed and turnkey this information to their constituencies.
- Parents will be trained to use the ARIS Parent Link
- Parents will be informed of their child's curriculum during special ELA Parent workshops.
- The ELA specialists will host Literacy night to inform parents on the expectations and goals for their children.
- Curriculum maps will be posted on the school's website to further promote the home school connection.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	14	N/A	N/A				1
1	7	8	N/A	N/A				2
2	14	11	N/A	N/A				1
3	37	14	N/A	N/A		2	2	0
4	38	25						0
5	35	12						2
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	The AIS providers meet with individual students on a weekly basis during the school day and reinforce the strategies outlined in the Achieve 3000, Foundations Program, and Wilson Program. Our 2-5 grade students are invited to attend Saturday Academy/Enrichment programs and work collaboratively in small groups using a multitude of resources that range from authentic literature to Test Sophistication. In addition, the 37 ½ minute extended time program allows teachers to meet the needs of our level 1 and 2 students with supplemental grade appropriate tasks in a tutorial setting. Our ELL’s also receive services with “English on Our Way” material after school in small groups. During the school day, students receive differentiated instruction in guided reading/writing groups and center activities.
Mathematics	Mathematics intervention is provided to all level 1 and 2 students. The strategies include the use of the CCLS Mathematic Standards aligned with Math Steps and GoMath. These services are provided through small group instruction, one to one peer tutoring during the school day, 37 ½ minute extended day and the Saturday Program.
Science	Harcourt Science Program (Alternate Lessons Companion) small group instruction daily. Measuring UP/NYState Coach (1 to 1 tutoring) before and after school. Extracurricular Hands-on lessons (small group instruction) Saturday program. Test sophistication (small group instruction) during the day.
Social Studies	During the school day, students work in small group centers to support the knowledge they obtain from the topics studied in the scope and sequence. The Core Knowledge Curriculum in grades K-2 provides the framework for Social Studies to be incorporated across subject areas. The upper grades support personnel work with students individually and in small groups using the Social Studies: New York City series. At risk students receive intervention during the 37 ½ minute tutorial and Saturday Program.
At-risk Services provided by the Guidance Counselor	Students receive guidance at-risk services consisting of: individual and group counseling to address personal issues, peer conflicts, academic issues, outside referrals, administration for children services intervention, foster agencies/family issues. Service is provided during the school day as needed.

At-risk Services provided by the School Psychologist	The school Psychologist is available to provide pre-referral or crisis-oriented behavioral guidance to students experiencing emotionally stressful circumstances or presenting classroom behavioral difficulties, after parent consent.
At-risk Services provided by the Social Worker	At risk Counseling for high risk students. Behaviors included: not following rules, disruptive behavior, mental health issues, community referrals, support services for staff & students, counseling needs to be approved by parent and be in group or on an individual basis.
At-risk Health-related Services	At risk individual and group counseling to address: specific hygiene issues, health related concerns, environmental infestation, medication, (home and/or school) previous or upcoming hospital visits, abuse issues, transportation safety, nutrition and suicide intervention. Service is provided during the school day, as needed

PARENT INVOLVEMENT POLICY

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly 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.

School Parental Involvement Policy

PS 253 Q agrees to implement the following statutory requirements:
09/2011

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist

in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. PS 253Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Outreach to Parents during Meet the Teacher Night, PTA Meetings, and Parent Teacher Nights. In addition the executive board, Administration, staff and Parent coordinator will discuss and develop plans to improve parental involvement.
 2. PS 253Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parents at PTA meetings will share their concerns with the SLT members, who then will discuss the school review and improvement strategies. The team will discuss, have consensus and then implement the strategies to ensure that all reviews and improvements are addressed.
 3. PS 253Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parents at PTA meetings will share their concerns with the SLT members, who then will discuss the school review and improvement strategies. The team will discuss, have consensus and then implement the strategies to ensure that all reviews and improvements are addressed. Planning and implementing all necessary concerns of performance will also be implemented by administration, staff, parents and community.
 4. PS 253Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Parents as Art Partner Grant, Teaching Tolerance Grant and Academy of Medicine Grant.
 5. PS 253Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Parents will be surveyed by the SLT. Their needs and disadvantages will be addressed to ensure that the students are receiving the best academic, social, and emotional programs the school can offer. In addition the Parent Coordinator will address certain needs of the parents, and also discuss them with the SLT and PTA meetings to offer suggestions and alternatives to any problem, hardship, or needs that any parent or student has.
 6. PS 253Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 7. Regularly scheduled Parent Workshops will be provided for all parents, to develop knowledge, instructional programs, and assessments for city and state standards, Chancellor's Promotional Policy, E-Clas-2, Student Code of Behavior and The Citywide Standards of Discipline and Intervention Measures.

8. Parents will be notified through a monthly calendar, letters, flyers, as to the date and time of meetings and workshops to address the implementation of instructional programs, school events, school closings, NYCDOE testing dates etc.
9. Parents and P.S. 253Q will share responsibility for student performance through P.T.A. Meetings, Parent/Teacher Conferences, School Leadership Team Meetings, and ongoing parent/school communications.
10. Parent involvement will occur through attendance at Annual Back to School Night to present and discuss curriculum expectations, assembly programs, and parent volunteers for the classroom, cafeteria, library, PTA meetings, fundraising events, and outreach by the Parent Coordinator.
11. Meetings are scheduled at various times during and after the school day to accommodate parents.
12. P.S. 253Q is a School Wide Program School which supports and encourages Parent Involvement.
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
13. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Parents at PTA meetings will share their concerns with the SLT members, who then will discuss the school review and improvement strategies. The team will discuss, have consensus and then implement the strategies to ensure that all reviews and improvements are addressed. Planning and implementing all necessary concerns of performance will also be implemented by administration, staff, parents and community.
 - a. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: PS 253 Q follows the Basic School philosophy which basically states that Staff, Parents, and the Community are Partners. Outreach by the administration, Parent Coordinator, PTA Executive board, PTA members, Parents (Learning Leaders, and

volunteers), PPT members, and all stakeholders will articulate the needs of all and implement the appropriate strategies to excite and bring to the school all workshops, conferences and basically all unifying components to ensure Parent education and participation.

14. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Parents as Art Partner Grant, Teaching Tolerance Grant and Academy of Medicine Grant.
 - a. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All communication from the school is sent out in English and Spanish. Twenty five percent of the staff is bilingual and the staff assists in communicating with all parents of diverse backgrounds. In addition Staff volunteers to attend PTA meetings and SLT meetings to ensure translation to all.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA meeting held on June 18, 2011. This policy was adopted by the PS 253Q on 6/28/ 2011 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 29, 2010.

School Parent Compact
2011 - 2012

1. Regularly scheduled Parent Workshops will be provided for all parents, to develop knowledge, instructional programs, and assessments for city and state standards, Chancellor's Promotional Policy, E-Clas-2, Student Code of Behavior and The Citywide Standards of Discipline and Intervention Measures.
2. Parents will be notified through a monthly calendar, letters, flyers, as to the date and time of meetings and workshops to address the implementation of instructional programs, school events, school closings, NYCDOE testing dates etc.
3. Parents and P.S. 253Q will share responsibility for student performance through P.T.A. Meetings, Parent/Teacher Conferences, School Leadership Team Meetings, and ongoing parent/school communications.
4. Parent involvement will occur through attendance at Annual Back to School Night to present and discuss curriculum expectations, assembly programs, and parent volunteers for the classroom, cafeteria, library, PTA meetings, fundraising events, and outreach by the Parent Coordinator.
5. Meetings are scheduled at various times during and after the school day to accommodate parents.
6. P.S. 253Q is a School Wide Program School which supports and encourages Parent Involvement.

School Responsibilities

PS 253Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

President

Robin L. Johnson/Principal

Roselyn Mendez / PTA

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

DEC 9, 2011

School DBN: 27Q253 **School Name:** P.S.253Q

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

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

Category: Basic Focused Comprehensive

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

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

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

What the school needs to improve (SQR):

- Develop a rigorous curriculum that is consistent across all grades to ensure that learners are challenged by lessons that promote higher order thinking.
 - Enhance data defined classroom and team goals to include interim measurable benchmarks to gauge student progress towards these outcomes.
 - Expand the exchange of information with students and families so students have ownership of next steps and parents have a clear understanding of their children's progress.
 - Strengthen systems for tracking progress towards annual, interim and subgroup goals to assess measurable gains in student outcomes.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

AYP state proficiency level in grades 3-8 ELA-All SWD, Black, Hispanic LEP ED.

Develop a rigorous curriculum that is consistent across all grades to ensure that learners are challenged by lessons that promote higher order thinking.

- Teams will align and create curriculum maps in ELA aligned with the Common Core Learning Standards.
- Teachers will effectively collaborate and share assessment data that supports tracking of students (subgroups) progress.
- AIS and RTI staff will integrate classrooms to assist students and teachers in focusing on these subgroups.
- Teachers will identify trends and make adjustments of their instructional decisions and planning to target Literacy and Mathematics growth.

- Teams will analyze summative, periodic and formative assessments using disaggregated data and detailed skills analysis to create learning goals and implement effective instructional strategies based on student needs.
- Teams will develop a rigorous curriculum that is consistent across all grades to ensure that students are challenged by lessons that promote higher order thinking.
- Teams will use data to define classroom goals focusing on interim individual measurable benchmarks to gauge student progress.
- Conduct ongoing professional development on creating a rigorous curriculum.
- Support and monitor the creation of curriculum maps.
- Visit ELA curriculum development teacher teams on an ongoing basis.
- Five full days of Aussie consultants will support teacher teams in developing curriculum maps.
- All teachers of the PS 253Q community will receive ongoing professional development in the form of Inquiry team meetings and Curriculum Mapping meetings.
- Grade 3, 4 and 5 staff members will receive ongoing professional development in acuity training, utilizing performance based data to create and drive instruction.
- The following staff will meet with the teachers: Administration, Math and Literacy specialists, Academic Intervention Services, Early Intervention specialists, and ESL. These lead teachers will train and monitor staff, thus creating learning communities and building capacity in regards to how their data from Periodic Assessments/Classroom Assessments, Predictive, and Diagnostic (ITA) assessments should design/determine targeted lesson planning for students.
- Provide Professional Development in enhancing the analysis of data to determine how students are performing.
- Common Prep periods school wide, Lunch and Learns, Grade conferences, faculty conferences, New Teacher workshops, Intervisitations (class, Grade and Schools), study groups.
- Share student goals and interim steps with parents in order to enable them to support their children's learning at home.

Part B: For Title I SINI Schools Only

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

Title 1 funds were used in the procurement of an additional cluster to allow us to schedule the school in order to accomplish these goals:

- Staff meets once a week for 45 minutes during their professional periods for inquiry team work.
- The 37 ½ minute extended day allows teachers to meet once a week to further their inquiry sessions.
- Staff meets once a week for 45 minutes to create and articulate their curriculum maps work.
- Creative programming allows us to ensure common planning time among all grade levels.

In addition Title 1 funds allowed us to create an additional AIS teacher to support our special needs students.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Under the guidance of the Administration Ms. Denise Leary, staff member and former Fulltime mentor (Region 5) and Lead Instructional mentor (Under the Chancellor) will conduct and train new teachers, teachers not yet tenured and teachers who are at-risk in high quality professional development.
 - Ms. Sullivan a Math/literacy specialist will support Ms. Leary in articulation sessions with these staff members.
 - New Teacher and non tenure workshops will be conducted monthly by the administration to further increase development.
 - In addition the math and literacy specialists will meet bi-monthly to further assist in their development.
 - Mentoring logs will be entered as outlined by DOE policy.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - Administrative Team will meet with the School Leadership Team to inform them of the school's identification. With the support of the PTA, SLT and staff, this information will be disseminated at a PTA meeting to be held on February 8, 2012. At this meeting translators will be available to pass this information to parents in all languages.
 - In addition a school Parent Notification letter will be sent to all parents in mid January.
 - The Administration, Parent Coordinator and all members of the SLT will be available to answer any questions that arise.
 - Dialogue with Administration Sessions have began in November 2011 and will continue monthly to further the School Community relation.

APPROVED: CGH 12-20-11

**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 C Amundsen Joanne Brucella/201	District 27	Borough Queens	School Number 253
School Name P.S. 253Queens			

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

Principal Robin L. Johnson	Assistant Principal Fred Iorio / Miryam Schwartz
Coach Glenda Miller	Coach Annie Dindial
ESL Teacher Cyd Disler	Guidance Counselor Pat Meeks
Teacher/Subject Area Ms. Vargas/Grade 1	Parent Roselyn Mendez
Teacher/Subject Area Ms. Rodriguez/Kindergarten	Parent Coordinator Jean-Marie Fougere
Related Service Provider Candra Sutherland	Other Ms. Ramirez/Grade 3
Network Leader Joanne Brucella	Other G. Quintana/ Grade 2

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	488	Total Number of ELLs	90	ELLs as share of total student population (%)	18.44%
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Part II: ELL Identification Process

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

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

The identification process is completed within 10 days of the child's initial enrollment to determine if a child is eligible for ESL services. During the initial contact with the parent and child, the HLIS is administered with the assistance of the ESL teacher or the pedogue. An informal interview is conducted with the parent and child after the HLIS is filled out. The pedogues who will assist with the screening and administering of the HLIS includes Ms. Disler (ESL teacher), Ms. Dindial (Literacy Coach) Ms. Miller(Math Coach), Ms. Wilson, Ms. Vargas(grade 1), and Ms. Rodriguez(Kindergarten teacher). Ms Disler, Ms Wilson, Ms. Vargas and Ms Rodriguez speak Spanish. The ESL teacher or pedogue conducts an oral interview with the parent and child separately in English and in their native language. The child is given an informal assessment to see if the child is eligible to be tested on the LAB-R. If a survey indicates that a second language is used at home only some of the time (only 1 or 2 questions are responded to with a second language), other information will also be looked at such as whether the student went to an English speaking school for pre-kindergarten, report cards from the other school and how much time they spent in the other school. The pedogue is present during this process. If it is decided that the child does speak another language, the Lab-R is administered by Ms. Disler within the ten day period. If the child speaks Spanish, and scores a beginning, intermediate or advanced on the LAB-R, the student will take the Spanish LAB.

The ESL teacher reviews NYSESLAT scores by looking at the listening/speaking and reading/ writing sub tests. We print out the RLAT and the RMNR and make graphs of the students' performance as a total score by grade, listening/speaking subtests and reading/writing subtests. Then, the ESL teacher discusses with the classroom teachers and other support services how the students performed and what areas the students need to improve and ways that we can achieve those improvements by setting goals for each child and reviewing these goals throughout the year. This data is shared with the classroom teachers and other support staff involved with these students. In May, all ELLs in the building take the NYSESLAT. The RLER is printed out listing the names of the students who need to take this test. A checklist is kept by the ESL teacher to make sure that each English Language Learner takes all four parts of the exam.

2. Required forms are sent out to the parents. The child will take home an entitlement letter in their native language listing the day and time that the orientation will take place. The child will give the letter to their parents so they can attend the orientation. At the orientation, the three programs will be explained by Ms. Disler (ESL teacher who has an M.A. in TESOL), Ms. Rodriguez(who has an ESL license) or Ms. Vargas(who has a Bilingual Extension). Brochures will be given out to help parents understand their choice as well as an agenda. The orientation movie explaining the three programs (Transitional Bilingual, Dual Language and ESL) will be shown. After a question and answer period, the surveys will be given out and the parents will complete the parent selection forms. The school also holds several parent meetings throughout the year including Meet the Teacher Night. The Parent Coordinator and the Principal play a big part in this process. We also provide translators. Parents and teachers are also at hand to speak about the program. With the help of the Parent Coordinator, Mr. Fougere, parents who did not attend the first orientation are contacted to arrange an orientation meeting. The initial viewing and meeting with parents is held during Meet the Teacher Night. It is also held during the day. This meeting and the completion of the survey must be completed within the first ten days following the child being admitted into a New York City Public School.

3. The ESL teacher, Cyd Disler, keeps a checklist of the names and dates when entitlement letters were sent out as well as a copy of the letter sent. Attendance sheets are also kept for parents that attended the meeting and a list of parents that responded to the survey. Those

parents who did not attend will be called to set up a time to come to the school to attend the orientation meeting. The original copies of the parent surveys are stored in the individual student's cumulative folder in the office while a copy is kept in the ESL teacher's (Ms. Disler) binder. If the form is not returned, the parent is contacted about transferring their child to a transitional bilingual program.

4. Based on the informal assessment at the time of registration and on Lab-R administration and results, students are placed in appropriate ESL instructional programs. Orientation meetings are held by the Parent Coordinator and the ESL teacher in the native language. Placement letters are sent to parents based on their choice on the parent choice form. The students who passed the LAB-R are sent a letter telling parents that they were tested but they are not eligible for ELL services. These letters are sent in their native language. Copies of the letters are kept in a binder by the ESL teacher (Ms. Disler). For students who passed the Spring NYSESLAT with a proficient score parents are sent a letter telling them that the student is no longer eligible for ESL services. The students who continue to be entitled to ELL services based on the Spring NYSESLAT scores are sent home a letter stating that they are still entitled to ELL services and are encouraged to stay in their program of choice. Copies of these letters with the list of names attached and the date sent and each letter sent home are kept in a binder by the ESL teacher.

5. Based on parent surveys and program selection forms the trend in parent choice is for the ESL program in 2011. All the parents chose ESL except one who chose the transitional bilingual program. That parent refused to transfer their child to another school. In 2010, 7 chose a free standing ESL program while 1 chose transitional bilingual program. The parent who chose the bilingual program did not want to transfer to another school. In 2009 all parents (11 out of 12) requested ESL (92% of the parents chose ESL). 1 parent requested a dual language program. During this time the ESL teacher had the parent coordinator look for a dual language program in another school to assist the child and parent. In the end, she declined and the child remains in free standing ESL program. In 2008, 20 out of 25 selected a free standing ESL program. 2 requested a dual language program and 3 requested a bilingual transitional program. Assistance was provided to find a new location but the parents refused to transfer their child to another school.

6. The program push-in/pushout model and self contained are aligned with parent requests in that the majority of parents requested ESL.

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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" 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	To t #
Transitional	0	0	0	0	0	0						0		0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	13
SIFE	1	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	45			46						91
Total	45	1	8	46	1	5	0	0	0	91

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

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL														

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL																				

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

Number of ELLs by Grade in Each Language Group

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

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	15	8	12	17	13	14								79
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic	1	1												2
Haitian														0
French				2										2
Korean														0
Punjabi														0
Polish														0
Albanian				1										1
Other			1	3	1									5
TOTAL														

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a. Our model a push-in/pull-out model with co-teaching and self contained ESL classes.

1b. We are a heterogeneous program model with mixed proficiency levels. We also have a block where children of the same grade travel together as a group.

2. Students who are at a beginner and intermediate level proficiency based on the NYSESLAT or LAB-R receive 360 minutes per week of ESL service. The advanced students receive 180 minutes of ESL services and 180 minutes of ELA instruction. These services are built into their daily schedules. To ensure that our ELLs receive the mandated number of instructional time per day, some students are grouped by proficiency levels (beginner and intermediate level) while others are grouped by grade. Kindergarten and grade 1 have self-contained

A. Programming and Scheduling Information

ESL class on each grade level. Grades 2-5 have push-in/ pull-out services. Beginners, intermediate and advanced have 180 minutes of push-in ESL while beginners and intermediate have an additional 180 minutes of pull-out ESL to meet the required minutes.

3. All content area is taught in English using current approaches and methods. We use a hands on, visual and auditory method in order to include all 4 modalities of learning(listening, speaking, reading and writing). Language Experience Approach, Total Physical Response, Q-TEL and CALLA are also methodologies that are used. Furthermore, the ESL program focuses on developing academic language to assist students in content area topics. The teacher models strategies for students. Differentiated instruction is also utilized as a way to help support students with content area topics. Books in the students' native language and content area books with simplified texts also assist students in developing an understanding of content taught.

4. ELLs are appropriately evaluated in their native language through the use of books and translated content. ESL teachers as well as classroom teachers are in contact with support staff as well as the SBST.

5a. SIFE student would be given individual instruction using phonics instruction and grammar. Teachers will work on developing listening skills along with reading and writing. Number sense and basic math skills would also be part of the daily curriculum.

5b. Students receiving services for less than 3 years would receive instruction in oral language skills, writing, reading and developing listening skills. ELLs taking ELA testing would require instruction focused mainly on reading, reading comprehension, answering questions and writing.

5c. Our plan for ELLs receiving service for 4 to 6 years would focus on vocabulary building, reading comprehension, writing skills and listening skills and developing speaking skills. We also provide these children with a great deal of reading materials of different genres. ESL strategies will be used such as CALLA.

5d. Our plan for long term ELLs includes receiving intervention services both in and out of the classroom. After school and weekend enrichment programs along with classroom instruction that is tailored to the students needs. The student will be provided a variety of reading materials from different genres. Grammar and academic language will also be a focus of instruction. We will provide strategies to develop comprehension and language acquisition.

5e. ELLs with special needs will be provided with plenty of visuals and dramatized reading material. Total physical response methodologies will be used to assist in comprehension. Simplifying materials and differentiating instruction are also used.

6. The ELL teacher meets with the School Based Support team and the Assistant Principal to make sure ELL-SWDs get the correct ELL services. In some cases, a Bilingual Assistant helps that student in class throughout the day. The ELL-SWD use the same materials and do the exact same work as the mainstream work. However, the work is differentiated based on the student's abilities and on the IEP. Some students may need simplified instructions using one or two words while others may need simpler language or have the task broken down into smaller parts. Multiple intelligence problem-solving strategies are also used by teachers to promote academic success. These strategies include: linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal and naturalistic.

7. Our school uses curricular, instructional and schedule flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment through Saturday School, afterschool programs, small group instruction, trips, special events like Field Day, lunch time and recess. The ELL-SWD are in the same classes with the mainstream students in Saturday School, after school programs and in small group instruction. At lunch time, ELL-SWDs eat at the same tables and at the same time as the non-disabled students. They also play together at recess

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
FOR TBE /DL PROGRAMS: 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports			
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

8. Our intervention plans for ELLs include AIS (Academic Intervention Services) and RTI (Response to Intervention). Our math and literacy specialists are very active and provide small group instruction for students who need additional support. Modeling strategies to use in Math, Literacy, Science and Social Studies. Other interventions include instructing students in academic language and writing non-fiction pieces are used. Differentiating instruction, simplifying language, using graphic organizers and pictures are also used in targeted intervention programs.

9. For proficient ELLs, we will continue to provide in-class services through the classroom teacher as well as any pull-out service we can accommodate the students with. The student will also continue to have some form of testing accommodation as a way to transition them.

10. For the next school year, we plan on continuing the weekend and after school enrichment. We will also be implementing programs during our morning 37 1/2 minute as well as lunch activities that will allow the student to interact with others socially and academically.

11. N/A We will continue with our programs since they have been very successful in the past.

12. All students are welcome to join in any activities that the school provide. The classroom teachers, ELL teacher, Administration and Parent Coordinator send translated letters home telling parents about the programs and calling parents to encourage them to send their children to these programs. There are specific programs tailored to the needs of the ELL population. The school offers an afterschool program for grades 2 to 5 as well as a 37 1/2 minutes breakfast program. An RTI program is also available for those students who need academic support services. There are also afterschool activities that are available to ELLs. The goals of these programs are to help the student in literacy, math and content area subjects through the use of supplemental activities and materials designed to improve the student's knowledge base and improve strategies to decode words, solve mathematical problems as well as improve comprehension in reading and academic language.

13. Currently, we are using the Wilson program Foundations and Open Court for the lower grades. We also have On Our Way to English, ESL series, Mondo, and Core Knowledge as well as our Everyday Math program Simple Solutions English and Writing, Simple Solutions Math, Science Harcourt curriculum, Journey Reading series for grades 3-6, and Spelling books. In terms of technology, the students use computers. They research subjects on the internet. They play internet games that reinforce math and literacy skills. Achieve 3000 is also used to assist students.

14. Native language is used in ESL classes on a need basis. Spanish story books and Spanish content area books are available in classrooms where there are ELLs. Math worksheets are available to students and teachers to assist non-English speaking students. There are also English/Spanish picture dictionaries to assist these students as well. At present, we have neither a transitional bilingual program nor a dual language program. If we did, we would have story books in the native language available as well as content books in the native language available. This would help students learn to read and further develop their concept development in their native language. Language arts books would also be needed to assist in NLA.

15. The support services are based on student needs, assessments and teacher input.

16. Parents and students are given a tour of the building. They also have the opportunity to meet with the ESL teacher, support staff and parent coordinator to express any concerns or needs before the child comes into the building.

17. N/A

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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15. The support services are based on student needs, assessments and teacher input.

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)?

Not Applicable

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.
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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?

8. Our intervention plans for ELLs include AIS (Academic Intervention Services) and RTI (Response to Intervention). Our math and literacy specialists are very active and provide small group instruction for students who need additional support. Modeling strategies to use in Math, Literacy, Science and Social Studies. Other interventions include instructing students in academic language and writing non-fiction pieces are used. Differentiating instruction, simplifying language, using graphic organizers and pictures are also used in targeted intervention programs.

9. For proficient ELLs, we will continue to provide in-class services through the classroom teacher as well as any pull-out service we can accommodate the students with. The student will also continue to have some form of testing accommodation as a way to transition them.

10. For the next school year, we plan on continuing the weekend and after school enrichment. We will also be implementing programs during our morning 37 1/2 minute as well as lunch activities that will allow the student to interact with others socially and academically.

11. N/A We will continue with our programs since they have been very successful in the past.

12. All students are welcome to join in any activities that the school provide. The classroom teachers, ELL teacher, Administration and Parent Coordinator send translated letters home telling parents about the programs and calling parents to encourage them to send their children to these programs. There are specific programs tailored to the needs of the ELL population. The school offers an afterschool program for grades 2 to 5 as well as a 37 1/2 minutes breakfast program. An RTI program is also available for those students who need academic support services. There are also afterschool activities that are available to ELLs. The goals of these programs are to help the student in literacy, math and content area subjects through the use of supplemental activities and materials designed to improve the student's knowledge base and improve strategies to decode words, solve mathematical problems as well as improve comprehension in reading and academic language.

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14. Native language is used in ESL classes on a need basis. Spanish story books and Spanish content area books are available in classrooms where there are ELLs. Math worksheets are available to students and teachers to assist non-English speaking students. There are also English/Spanish picture dictionaries to assist these students as well. At present, we have neither a transitional bilingual program nor a dual language program. If we did, we would have story books in the native language available as well as content books in the native language available. This would help students learn to read and further develop their concept development in their native language. Language arts books would also be needed to assist in NLA.

15. The support services are based on student needs, assessments and teacher input.

16. Parents and students are given a tour of the building. They also have the opportunity to meet with the ESL teacher, support staff and

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)?

Not Applicable

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)?

Not Applicable

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.

Professional development at our school for ELL personnel include attending ELL meetings in Queens region as well as meetings held at P.S. 253. ELL workshops and staff development is also available through the office of ELLs. Training is given to teachers of ELLs and non-ELLs on the topics of how children become ELLs, NYS standards and mandates, Language Acquisition Theory, ESL methodologies and strategies such as LEA, TPR, CALLA and Q-TEL, strategies to help students in math, tips for helping ELLs in the classroom, NYSESLAT testing and data evaluation. Additional topics include strategies to assist students in Science and Social Studies. This is done during staff development days such as Election Day, and Brooklyn Queens Day. It is also done during grade meetings and during faculty conferences which take place once a month. Attendance is taken for these meetings and agendas are given out. Assistant principals, paraprofessionals, guidance counselors, psychologists, occupational /physical therapists, speech pathologists, secretaries and parent coordinators are invited to ELL professional development in school and through the office of ELLs. The support that we provide to staff to assist with the transition from elementary to middle school include data on students and Portfolio assessment as well as binder assessments. The staff also has access to ARIS link. The Parent Coordinator and the Guidance Counselor invite middle school personnel to come to P.S. 253 to talk to parents and students about their school. Meeting are held with individual parents to find the right middle school for each child taking into consideration each child's strengths and trying to match these strengths with the best school. The school leadership, staff, Guidance Counselor and Parent Coordinator listen to parent's concerns and try to guide them into the best choice for a middle school.

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 - 4. Parental involvement is an intricate part of our community. Throughout the school year, the school holds workshops and events that allow for parents to come into the building and take part in classroom and school based activities. Parent involvement activities are based on the classroom instructional curriculum such as holidays and special celebrations. Some events in which parents take part include Hispanic Heritage Day and the Hispanic Cultural Dance Festival as well as Black History Month Celebrations and cultural trips. Parents are always welcome to assist within the school setting. PTA meetings are held in the evening. Workshops include literacy and math night, and game night. Workshops are held during the school day and at night to help parents with homework, parent volunteer training, ESL orientation, ELA information, State math information and programs and services to assist children. The Parent Coordinator hands out surveys to parents throughout the year about Parent Education topics. Parents can put a check next to workshops that they are interested in participating in such as building a child's self-esteem, communicating with your child, helping your child cope with divorce and learning to speak English. These are just a few of the long list of possible workshops. These surveys are distributed at Meet the Teacher Night, PTA meetings and other functions in which parents attend. Parent needs are also based on teacher input. We evaluate the needs of the parents through meetings arranged by the Parent Coordinator and the PTA. Letters sent home are translated so that the information is clear. There are translators present at the meetings to help parents understand what is being said. These translators include Mr. Fougere (the Parent Coordinator), Spanish speaking teachers, parents who speak another language who can translate as well as translators from the DOE and translation unit. The school also partners with agencies such as the Addabo Clinic to provide services to parents of the ELL population. The Parent Coordinator also evaluates the needs of the parents by listening to parent complaints and concerns and relates these issues to the right people and through the correct channels so that the needs of all parents are met.

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.

Professional development at our school for ELL personnel include attending ELL meetings in Queens region as well as meetings held at P.S. 253. ELL workshops and staff development is also available through the office of ELLs. Training is given to teachers of ELLs and non-ELLs on the topics of how children become ELLs, NYS standards and mandates, Language Acquisition Theory, ESL methodologies and strategies such as LEA, TPR, CALLA and Q-TEL, strategies to help students in math, tips for helping ELLs in the classroom, NYSESLAT testing and data evaluation. Additional topics include strategies to assist students in Science and Social Studies. This is done during staff development days such as Election Day, and Brooklyn Queens Day. It is also done during grade meetings and during faculty conferences which take place once a month. Attendance is taken for these meetings and agendas are given out. Assistant principals, paraprofessionals, guidance counselors, psychologists, occupational /physical therapists, speech pathologists, secretaries and parent coordinators are invited to ELL professional development in school and through the office of ELLs. The support that we provide to staff to assist with the transition from elementary to middle school include data on students and Portfolio assessment as well as binder assessments. The staff also has access to ARIS link. The Parent Coordinator and the Guidance Counselor invite middle school personnel to come to P.S. 253 to talk to parents and students about their school. Meeting are held with individual parents to find the right middle school for each child taking into consideration each child's strengths and trying to match these strengths with the best school. The school leadership, staff, Guidance Counselor and Parent Coordinator listen to parent's concerns and try to guide them into the best choice for a middle school. The 7.5 hours of ELL training involve monthly meetings. Each month, we discuss a new topic. They include how children become ELLs-HLIS, registration procedures in the school, LAB-R, Spanish LAB, orientation and Parent Choice forms. In October, we will discuss NYS Standard for ELLs and mandates. The following month, we will meet to discuss ELL Strategies. The ELL teacher will demonstrate some of these methods and strategies. In December, strategies to help students in the content areas such as Math, Science and Social Studies will be addressed. Simplifying text, using graphic organizers, using visual aids, and hands-on approach are a few things that will be shown. In January, the ELL teacher will talk about Language Acquisition Theory and how a child learn a first and second language. The stages that children go through in learning a language will also be discussed. In February, March and April, NYSESLAT testing, and ELL Assessment Data will be addressed as well as NYS ELA, MATH and Science testing. At each of the meetings, there will be an agenda and an attendance sheet. When a teacher completes the 7.5 hours, they will receive a letter stating that they have completed the required hours.

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 - 4. Parental involvement is an intricate part of our community. Throughout the school year, the school holds workshops and events that allow for parents to come into the building and take part in classroom and school based activities. Parent involvement activities are based on the classroom instructional curriculum such as holidays and special celebrations. Some events in which parents take part include Hispanic Heritage Day and the Hispanic Cultural Dance Festival as well as Black History Month Celebrations and cultural trips. Parents are always welcome to assist within the school setting. PTA meetings are held in the evening. Workshops include literacy and math night, and game night. Workshops are held during the school day and at night to help parents with homework, parent volunteer training, ESL orientation, ELA information, State math information and programs and services to assist children. The Parent Coordinator hands out surveys to parents throughout the year about Parent Education topics. Parents can put a check next to workshops that they are interested in participating in such as building a child's self-esteem, communicating with your child, helping your child cope with divorce and learning to speak English. These are just a few of the long list of possible workshops. These surveys are distributed at Meet the Teacher Night, PTA meetings and other functions in which parents attend. Parent needs are also based on teacher input. We evaluate the needs of the parents through meetings arranged by the Parent Coordinator and the PTA. Letters sent home are translated so that the information is clear. There are translators present at the meetings to help parents understand what is being said. These translators include Mr. Fougere (the Parent Coordinator), Spanish speaking teachers, parents who speak another language who can translate as well as translators from the DOE and translation unit. The school also partners with agencies such as the Addabo Clinic to provide services to parents of the ELL population. The Parent Coordinator also evaluates the needs of the parents by listening to parent complaints and concerns and relates these issues to the right people and through the correct channels so that the needs of all parents are met.

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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)	6	3	5	6	1	2								23
Intermediate(I)	4	3	4	12	6	7								36
Advanced (A)	6	3	5	5	7	5								31
Total	16	9	14	23	14	14	0	0	0	0	0	0	0	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	3	0	0	0							
	I	0	4	5	0	1	1							
	A	0	4	5	13	12	1							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	0	1	0	10	1	3							
READING/ WRITING	B	1	3	5	6	1	1							
	I	0	3	3	12	5	7							
	A	0	1	2	5	7	4							
	P	0	1	4	0	0	1							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	7	1	0	12
4	4	8	0	0	12
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	10	0	3	0	0	0	14
4	2	1	6	0	3	0	0	0	12
5									0
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	6	0	5	0	0	0	13
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	

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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								

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.

Native Language Tests

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

1. Assessment tools that are used for early literacy skills for ELLs include ELAS-2, and informal assessments. The data shows areas that the children need to improve in order to become good readers such as letter sound awareness, names of letter, beginning and ending sounds, decoding and syllabication. This data helps inform our school about areas that each individual child needs to improve in order to move forward as a reader.
2. For the NYSESLAT and LAB-R, the data patterns across proficiency levels shows that there were more beginners in the Kindergarten and First grades and more intermediate level students are in the Second, and Third grade. In the Fourth and Fifth grades, we have the highest level of advanced students.
3. Instruction will be based on the needs of each individual student. Based on the NYSESLAT scores, the teacher plans how the content will be taught, which children will be grouped together, and how instruction needs to be differentiated. Students who are proficient in listening and speaking will focus on reading and writing skills. Those students who have not mastered listening/speaking and reading/writing will spend more time in all areas. Goals will be set throughout the year to focus on areas that the child needs improvements in. The ELL teacher, AIS teacher, classroom teacher, literacy and math coaches and SETTS teacher(if applicable) will be involved in this process.
- 4a. Students are showing improvement across grade levels. However, when we examine our AMAOs, ELLs need to make greater gains from year to year in their progress. Staff members involved in this process include ELL teachers, classroom teachers, Assistant Principals, Principal, and Literacy and Math Coaches.
- 4b. Based on ELL periodic assessments, instruction is tailored to meet the needs of the children who are scoring below range and those who do not make enough progress from the October test to the March test. Goals that were previously set for each child academically are re-examined based on the assessment outcomes. School leadership and classroom teachers use these assessments to drive instruction, differentiate instruction, set up programs in the building, evaluate current methods of teaching and look at other materials to use.
- 4c. The information we have gathered from the periodic assessment shows that grammar instruction needs to be implemented on a daily basis as well as writing. Reading and ESL strategies needed to be used to facilitate reading comprehension.
5. N/A
6. We evaluate the success of our program based on assessment data, informal assessment and formal assessments such as the NYSESLAT ELA, NY State, math, NY State science Acuity, and E-class and E-PAL testing.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 253

School DBN: 27Q253

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robin Johnson	Principal		10/14/11

School Name: 253**School DBN: 27Q253****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fred Iorio	Assistant Principal		10/14/11
Jean Fougere	Parent Coordinator		10/14/11
Cyd Disler	ESL Teacher		10/14/11
R. Mendez	Parent		10/14/11
Leonela Vargas	Teacher/Subject Area		10/14/11
Ms Rodriguez	Teacher/Subject Area		10/14/11
Glenda Miller	Coach		10/14/11
Annie Dindial	Coach		10/14/11
Pat Meeks	Guidance Counselor		10/14/11
Joanne Brucella	Network Leader		10/14/11
Miryam Schwartz	Other <u>Assistant Principal</u>		10/14/11
Candra Sutherland	Other <u>SETTS</u>		10/14/11
Ms. Ramirez	Other <u>Grade3</u>		10/14/11
G. Quintana	Other <u>Grade2</u>		10/14/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q253 School Name: P.S. 253Q

Cluster: 2 Network: 210

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

Part A: Needs Assessment Findings

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

P.S. 253 Queens is made up of 52% Black (African American), 41% Hispanic and 1.5% Asian students. There are 90 English Language Learners which makes up 18% of the school community. The languages other than English include Spanish, Haitian Creole, Mandinka and Chinese. All communications to parents are translated into their home languages by support personnel who read, write and speak the appropriate languages. Home language is determined at the time the child is registered for the first time at our school through the use of the Home Language Survey. The ESL teacher or a pedogue determines the primary language by responses on the survey and through an oral interview. Records are kept in the office of each parent's primary language.

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.

According to the needs assessment findings, language concerns from the previous year and current year, staff was selected based on certifications and language proficiencies in English and in Spanish. As a result, the staff members are available for translation and interpretation services at our school. This practice has enabled parent involvement to increase tremendously. Our findings were reported to the community through Parent Teacher Conferences, parent meetings, grade conferences and staff conferences.

Part B: Strategies and Activities

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

All written communications that need to be disseminated to the parents and the community are done either by the translation unit from the Department of Education website or in-house translations by staff members. communications at PTA meetings are done by bi-lingual parents or staff members that attend the meetings. All parents are informed in their native language so that all parents are part of the community. In addition, a welcome sign in a variety of languages is present at the entrance of the school to make everyone feel at home at P.S. 253. There are also signs inside and outside the building in different languages giving parents information about events and important dates.

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

Oral translation services are provided by in-house personnel. 30% of our staff is bi-lingual and can meet the needs of the students, parents and community. The translation Unit is used to translate over the phone and at meetings as well.

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>.

Chancellor's Regulation A-663 deals with establishing procedures for making certain LEP parents are given opportunities to participate in and have access to services that will benefit their children. This is accomplished at our school by identifying students and parents who speak another language through the registration process and by parents filling out the Home Language Survey. Primary language is determined within 30 days of admission to the school. Records are kept in the office of parents who need translated copies of school calendars, notices, letters, and important school notifications. There are translators in the school and through the DOE Translation Unit that are always ready to help parents. Outside agencies in the community are also available to help non-English speaking parents who require services as well.

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: Throughout the 2011-2012 school year, P. S. 253 will host an after school enrichment program for ELLs. It will be for ELLs in grades 2 through 5. There will be 14 students from grade 2, 24 students in grade 3, 14 students in grade 4 and 13 students in grade 5. This is a total of 65 students. It will include 4 general education teachers with general education certification and 1 ESL teacher with ESL certification. It will meet four days a week from 2:50 to 4:30. The program will include math, literacy and content area topics. Differentiated instruction will be used to meet the needs of all levels of students. The language of instruction is English. Five teachers will be used for this program. Leveled readers, grammar books, books on tape, math workbooks, Social Studies and Science storybooks will be used to help the students. This program is designed to help raise the level of all English.

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: Staff development will occur once a month. Teachers will receive professional development instruction from the Literacy Coach, Math Coach and ESL teacher in terms of content taught and strategies used to help the ELLs in the Title III program. One of the professional development sessions will be called, "Strategies for Working with ELLs in Literacy". The presenter will be Annie Dindial (Literacy Coach). Another professional development session will be called, "Math strategies for ELLs" which will be presented by Glenda Miller (Math Coach). Methodologies in ESL will be another topic of the staff development given by Cyd Disler (ELL teacher). All teachers and support personnel working in the Title III program will attend all the staff development sessions.

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

Part D: Parental Engagement Activities

Begin description here: Before the program begins, a meeting with parents will take place entitled, "Afterschool Parent Orientation". Parents will be told about what their children will be doing in the afterschool program, what the children are expected to learn and what parents should be doing at home to help their children. During the program, parents will be invited to attend a workshop in which they will be shown ways to help their children at home. Samples of work that they are doing in each grade will be given out. The second workshop will be entitled, "Helping Your Child at Home". These meeting will be given by the ELL teacher. The parents will be notified of these meetings through letters sent home in their native language and phone calls .

Part E: Budget

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

Allocation Amount: \$12012

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$12,012.00</u>	<u>P.S. 253 will host an after school enrichment program for math and literacy. General education, special education and ESL teachers are assigned to such positions. Given 279 hours @ \$42.50=\$11857.50</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		<u>Books on tape, leveled readers, grammar books and Math workbooks</u>
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	<u>\$12,012.00</u>	<u>\$12,012.00</u>

