



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** P. S. 53X – THE BASHEER QUSIM SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 09X053

**PRINCIPAL:** COLLIN M. WOLFE

**EMAIL:** CWOLFE@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DOLORES ESPOSITO

**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
Collin M. Wolfe, Ed.D.	*Principal or Designee	
Desline Brown	*UFT Chapter Leader or Designee	
Elizabeth Riera	*PA/PTA President or Designated Co-President	
Gloria Martinez	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Charles Wilson	Member/Teacher	
Maritza Pena	Member/Teacher	
Jocelyn Isaac	Member/Teacher	
Victoria Gill	Member/Teacher	
Mary Torres	Member/Parent	
Delsy De Oca	Member/Parent	
Lisette Perez	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

### **Annual Goal #1**

To increase students' inferencing skills in the area of reading and to increase students' problem solving skills in the area of mathematics through the implementation of rigorous, standards-based curricula.

- By June 2012, the percentage of students in grades 3-5 performing in Levels 3 and 4 in reading and mathematics will increase by 3% as measured by Acuity, six-week cycle, simulation, and New York State standardized assessments.
- By June 2012, 75% of the students in grades k-2 will demonstrate proficiency with inferencing skills and problem solving skills, as measured by internal benchmarks such as: DRA, Common Core State Standards performance tasks, and other formative and summative assessments.

### **Comprehensive needs assessment**

- After looking at our 2011 NYS English Language Arts and Mathematics Assessment data, there is a need to increase the number of students performing on or above grade level in grades 3 through 5, given that we have only 45% performing on Levels 3 and 4 in reading and 62% in mathematics.

### **Instructional strategies/activities**

- School-wide implementation of the "Treasures" program for reading.
- School-wide implementation of "Envision" program for mathematics.
- An assistant principal is designated to supervise school wide professional development and instruction, as well as to monitor the progress of students assigned to the major subgroups. Particular attention is given to English Language Learners and Special Education students. This service is augmented by three additional assistant principals.
- Budgetary allocations are designated to fund a full-time math and literary coach, respectively, on grades 3-5, as well as a full time staff developer on grades Pre-K-2 during the 2011-2012 academic year.
- A weekly double period is scheduled in the school's program of organization to promote professional development for teachers and time for them to engaging in Inquiry work in grade-alike cohorts.
- Additional budgetary allocation is designated to promote enrichment activities in the arts and in the content areas of mathematics and reading, with the goal of enhancing inferencing and problem solving skills.
- Teachers' use of formative and summative assessments such as, DRA, Rigby, math unit assessments, performance based tasks and simulated tests, to assess students' progress in reading and mathematics throughout the school year. They will also participate in collaborative inquiry and analyses of data each Monday for 37.5 minutes.

- School works consistently with the Cluster Support staff to monitor the quality of instruction and provide next steps. Our Network Leader and her team of Instructional Specialists will conduct regular learning walks throughout the school and will collaborate with supervisors in providing teachers with professional development and feedback pertaining to students' learning goals and school wide systemic practices.

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

The school offers parent workshops including ESL, GED and computer. Townhalls, "Back to School Night," parent teacher conferences, Title I meetings, Spring Fair and other parent meetings are held to inform parents of the learning objectives, goals and initiatives of the school. We have also established a school website to further augment our communication and outreach to parents. A parent-student handbook outlines our ethical and social guideline for our students and families here at P.S. 53X.

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

Highly Qualified Teachers are attracted through professional references, internships and student teaching initiatives. Staff members are also encouraged to continue their education and attain additional graduate or post-graduate degrees as well as certification in multiple areas.

### **Service and program coordination**

In order to enhance students' engagement during instructional time, each child in grades 2 through 5 receives breakfast in the classroom. We also have another nutritional program, during the school day, when students are provided with fresh fruits and vegetables. Students are provided with healthy snacks in addition to breakfast and lunch. The school is in partnership with a program, "Wellness in the Schools," which educates students on how to prepare healthy meals. They also conduct workshops during the school day where students prepare healthy meals.

In addition, PS 53X collaborates with the Bronx District Attorney's Office in offering a violence prevention program called "Students Together Avoiding Risks" or S.T.A.R. A counselor provides information about the ill effects of gang and gun violence. It includes an anti-drug component. Students in the upper grades participate in this program throughout the school year to inform them about the individuals and operations of the District Attorney's Office and the criminal justice system.

### **Budget and resources alignment**

The assistant principal in charge of professional development is funded by Title I and FSF. The literacy and math coaches are funded by Title I.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

To increase the number of teachers participating in Inquiry work, by their involvement in school-wide teacher teams, from 90% to 100% engagement.

### **Comprehensive needs assessment**

There is a need to increase teachers' capacity and effectiveness in analyzing students' work and in developing instructional units tailored according to students' needs. The analysis of data is essential for effective planning and effectuating meaningful instruction. Data analysis will allow pedagogues to identify students' strengths and weaknesses.

### **Instructional strategies/activities**

- Throughout the 2011-2012 school year, all academic staff at P. S. 53X will meet in grade-alike cohorts and conduct Inquiry work. Students' artifacts and research data will be utilized in fueling academic discussions and research findings.
- A central Inquiry Team comprising of teacher representatives from each grade (k-5) along with supervisors, coaches and enrichment teachers is assembled. The team will meet weekly for the purpose of school wide planning and goal setting.
- Each grade representative from the central Inquiry team will spearhead the Inquiry work during the monthly 100-minute period. This will be further augmented by a school wide focus on collaborative inquiry led by the school's principal, each Monday afternoon between 2:50 p.m. and 3:27.5 p. m.
- Computers and smart boards are allocated for each grade, and are available for teachers to access relevant students' data as part and parcel of this Inquiry work.
- Professional literature, which supports the inquiry work, have been acquired and given to teachers such as Understanding by Design and Six Plus One Traits of Writing.
- Teachers are identifying subgroups of students and are targeting and monitoring their progress in both literacy and math for school-wide Inquiry study. Provisions are being made for multiple points of entry for each subgroup during instruction.
- The Central Inquiry Team, along with all teachers who are involved in inquiry work will periodically publish pamphlets outlining the school-wide Inquiry work. This will be augmented by a bulletin board, which is designated for displaying Inquiry work.
- An accumulation of agenda and attendance sheets with respect to weekly meetings.
- Participating teachers articulate their best ideas and practice, while producing evidence with respect to their work on the Inquiry teams.
- A list is generated reflecting students who are selected for Inquiry study and evidence of their work are examined to determine progress.
- There is a compilation of artifacts generated by the target population of the inquiry work. This, along with case studies, reflects the ongoing monitoring of students who are involved in the research project.

- Classroom teachers will use Inquiry work data to shape and fashion their classroom instructional programs and replicate effective strategies in their classrooms.
- 100% of teachers are involved in the collaborative inquiry process.

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

The PS 53X website has been developed and includes individual student and parent accounts. Each parent may access his or her child's data with respect to internal formative and summative assessments. Specific academic areas in need of improvement or additional reinforcement will be communicated via parent conferences. Parent workshops will be held to inform parents about ARIS and how to interpret the data with respect to their children.

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

In addition to being fully certified and licensed in their assigned areas, current staff will become highly qualified through participation in on-site professional development activities and CFN 209 Data workshops. Participants will then facilitate peer sessions to "turn key" the information and knowledge gleaned. Through the process of teacher teams, each individual gets an opportunity to hone his or her inquiry skills.

### **Service and program coordination**

P.S. 53X has established an Inquiry afternoon class with the select target population for our central Inquiry teamwork. The class is held once per week. Students are provided with additional support.

### **Budget and resources alignment**

An assistant principal funded by FSF is designated to supervise data and facilitate the central Inquiry Team. Literacy and math staff developers as well as grade conveners funded by Title I and FSF allocations also facilitate teacher teams on the grade levels.

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

To improve teacher effectiveness by engaging 100% of teachers in professional development around selected domains of the Charlotte Danielson's Framework.

- All supervisors will conduct informal observations with the adaptation of the Charlotte Danielson's framework, integrating the four domains.
- All teachers will participate in a myriad of professional development activities, which include: fishbowls, demonstration lessons, workshops, peer mentoring, study groups and individualized conferences and common-planning meetings.

### **Comprehensive needs assessment**

An examination of student artifacts indicates that there is a need to increase the rigor of students' work to meet the demands of the Common Core State Standards. Teachers' effectiveness in planning, teaching and assessment skills must also be improved in order to provide the kind of rigorous work that will aid students in successfully meeting or exceeding the standards.

### **Instructional strategies/activities**

- Workshops on the Charlotte Danielson's teaching framework.
- Informal observations, which reflect the four domains of Planning and Instruction, Classroom Environment, Instruction and Professional Responsibilities, are being introduced to get teachers and supervisors acclimated to the content of the framework.
- Administer a staff survey by which we ascertain staff interests, needs, and recommendations for professional training.
- Analyze survey responses and develop a yearlong professional development program.
- Engage staff in additional professional development activities based on school wide priorities.
- The principal and assistant principals will design, deploy, support and evaluate staff participation in our school wide professional development system.
- Supervisors, working in collaboration with the curricula and inquiry teams, will format and actively monitor the desired outcomes of our school-wide professional development initiatives and will execute necessary intervention where applicable.
- Professional development opportunities will assume varying formats, such as: fish bowls, study groups, lab sites, consultations, web-based learning, teacher observations, grade meetings and "lunch-and-learns." These models provide a menu of entry points based on the individual learning styles of our participants.
- In spite of the wide menu of options, the assistant principal in charge of professional development will ensure that each mode of professional development is steeped in quality and integrity, leading to teacher effectiveness and measurable productivity among students.

**Strategies to increase parental involvement**

During the School Leadership Team meetings, information will be shared with the parents on how the efforts of the school in improving teacher effectiveness are being effectuated. A list of appropriate parent-child activities that supports improvement in the Domain understudy will be distributed in the parent newsletter to keep parents involved in the initiative, to the extent possible.

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

Current staff will become highly qualified through participation in on-site professional development activities, such as study groups, Aussie's Hemsley Grant initiative and off-site trainings, including Emerging Leaders Program and CFN 209 workshops. Participants will then facilitate peer sessions to "turn key" the information and knowledge gleaned in teacher led teams.

**Service and program coordination**

Several programs have been implemented to enhance students' nutrition, which includes: students receiving breakfast in their classrooms as well as fresh fruits and vegetables between breakfast and lunch on a daily basis. Through the school's collaboration with a program called "Wellness in the Schools," Inquiry Team students participate in classes where they learn how to prepare healthy meals. The school has also implemented another initiative called "Move to Improve," where classroom teachers facilitate physical education activities. The target population also participates in the S.T.A.R. violence prevention program, implemented through the school's collaboration with the Bronx District Attorney's Office.

**Budget and resources alignment**

The assistant principal in charge of professional development is funded by Title I and FSF. The literacy and math coaches are funded by Title I. Aussie consultants are funded by Contract for Excellence. Cluster 2 CFN 209 instructional team is funded by TL Children First Network Support.

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

*To continue improving students' attendance.*

- Barring mitigating circumstances, we will maintain or improve our current average yearly students' attendance of 91.27%.

### **Comprehensive needs assessment**

For children to show continual progression, students need to be in attendance at school.

### **Instructional strategies/activities**

- Supervisors present staff and parents with existing school-wide attendance data trends and discuss the implications of such trends.
- Supervisors collaborate with teachers and staff in developing school-wide vision and mission for students' attendance.
- A committee is formed to work with the principal in analyzing daily attendance trends of students in each classroom on each grade. The committee develops strategies aimed at achieving and sustaining a high average attendance for the school year.
- The committee presents staff and parents with a strategic plan aimed at improving current school-wide attendance trends. This plan outlines class targets, benchmarks, incentives, and intervention strategies aimed at monitoring the efficacy of this plan.
- A monitoring system is instituted, aimed at alerting parents of students who are absent from school for more than two consecutive days. This system includes:
  - a) telephone calls
  - b) post cards or letters
  - c) a visit from the school's family worker that alert parents about such absences.
- Where there are chronic patterns among students' attendance and all reasonable interventions are undertaken by the school without positive results, the matter will be reported to the state as education neglect.
- An attendance teacher is assigned to clear registers of "no shows" early in the school year.
- Principal meets with the school's attendance team weekly to monitor school-wide trends in students' attendance.
- An assistant principal is designated to supervise the school-wide attendance program and report progress directly to the principal.
- The parent coordinator will conduct monthly meetings with parents and will stress the significance of consistent students' attendance.

**Strategies to increase parental involvement**

Parents are made aware of the attendance policies in the parent-student handbook. A communiqué stipulating the guidelines for lateness and absences have been distributed to the parents. The parent coordinator, family worker and attendance teacher also make phone calls to homes whenever students are tardy or absent. The attendance team mails notices to parents after a certain number of occurrences of tardiness and/or absences.

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

By creating staff awareness of proper protocols for students not in attendance. Teachers maintain daily attendance sheets and immediately notify their supervisors once there are any discrepancies or patterns for three or more days. Teachers also contact parents about attendance as well as arrange meetings to discuss their children's attendance and correlation to their academic performance.

**Service and program coordination**

To improve students' nutrition and health, each child in grades 2 through 5 receives breakfast in the classroom, fresh fruits and vegetables as snacks between breakfast and lunch daily. The school has implemented programs such as "Wellness in the Schools" and "Move to Improve" through partnership with community-based organizations. Through the "Wellness in the Schools" program, students are educated about preparing healthy meals. The "Move to Improve" initiative increases students' physical education activities within the school day.

**Budget and resources alignment**

An attendance teacher is funded by AIDP. Family worker, guidance counselors and parent coordinator are funded by Title I, AIDP, TL Mandated Counseling and TL Parent Coordinator budget allocations.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	14	14	N/A	N/A	15	3	5	6
<b>1</b>	36	28	N/A	N/A	19	4	7	5
<b>2</b>	47	28	N/A	N/A	21	7	8	1
<b>3</b>	61	61	N/A	N/A	45	5	3	3
<b>4</b>	92	92	179	0	44	7	2	0
<b>5</b>	115	115	19	0	27	6	5	4
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	To increase student achievement for students identified as “at risk” of not meeting state standards in English Language Arts, AIS services will be provided by trained staff. The services will be provided to students in small groups and individualized tutoring. Instruction will take place during the school day, before and after school, and the extended week program. Classroom teachers will provide differentiated instruction, guided instruction and conduct conference sessions with students. Reading Recovery, Wilson Foundations, Soars to Success and Leveled Learning Intervention resources are utilized.
<b>Mathematics</b>	AIS services will be provided for students identified as “at risk” in Mathematics. Trained staff will utilize the Envision intervention and differentiated strategies and games. The Envision instructional design is crafted to capitalize on students’ interest and maximize student learning by teaching students multiple methods and strategies for problem solving. Students will be exposed to concrete modeling as a pathway to abstract understanding. Furthermore, the use of manipulatives and or pertinent math vocabulary will be utilized. Additional resources such as Coach and New York State Math will be incorporated. Services will be provided to students in small groups and individualized tutoring. Instruction will take place during the school day, before and after school, and the extended week program as well as holiday academies. Classroom teachers will provide differentiated and guided instruction. Soars to Success, STARS, STAMS, CAMS, Kaplan and Coach resources will be used to provide mathematics support.
<b>Science</b>	To increase student knowledge of scientific concepts, trained AIS service providers including the science coordinator will emphasize a hands-on approach to learning, utilizing the FOSS and New York City Scope and Sequence with students identified as “at risk.” Students will be actively engaged in the discovery process with connected experiences to the natural world. Additional resources, such as New York State Measuring Up will be utilized. Students will practice problem-solving skills, improve critical thinking and increase scientific literacy. These services will be provided in small groups before, during and after school including the extended week program. Classroom teachers will develop plans derived from the New York State MST standards.
<b>Social Studies</b>	To improve achievement for students identified as “at risk” in Social Studies, students will be engaged in activities that foster the development of critical thinking and analytical skills. These skills will help them to understand and investigate important issues. Classroom teachers will develop inquiry-based units of study and plan small group and guided instructional sessions for students. These services will be provided before, during and after school and the extended week program.

<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>The intervention services provided by the guidance counselor to “at risk” students include immediate crisis intervention sessions, individual counseling and family meetings as needed. The students will be provided with strategies to cope with peer pressure, conflict resolution and anger management. These services will be provided during the regular school day. Individual or group counseling is provided to students based on their IEPs or assessed needs. Special groups, such as the PS 53 Lady’s Foundation, are formed for “at-risk” students. Similarly, assembly programs and classroom discussions are also held with children.</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>The school psychologist will provide crisis intervention services to small groups and individualized sessions to targeted students. The services will provide students with strategies to cope with school stress and home life issues. Students will engage in activities that promote self-esteem and self-confidence. Students will receive services during the school day.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>The social worker will provide crisis intervention services to targeted students in individualized counseling sessions and family sessions as needed. Immediate intervention and short-term counseling will be provided to students as needed during the school day. Counseling services and referrals to outside agencies will be recommended for families, parents and students.</p>
<p><b>At-risk Health-related Services</b></p>	<p>AIS health related services for students identified as “at risk” will be provided in small groups, individualized sessions and family meetings as needed. These informational and instructional sessions will focus on nutrition, asthma, hygiene, obesity and other health related issues. Service providers include school counselors and the school nurse. These services will be provided during the school day and via the Wellness in the Schools program. The occupational therapists also work with students to develop fine and or gross motor skills.</p>

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with 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 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:

- PS 53X provides materials and training to help parents work with their children to improve their achievement levels, e.g., literacy, math and use of technology;
- PS 53X provides parents with the information and training needed to become involved in planning and decision making in support of the education of their children;
- PS 53X fosters a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Through workshops and meetings, PS 53X provides assistance to parents in understanding City, State and Federal standards and assessments;
- PS 53X shares information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- PS 53X provides 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 through 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 will be used to design strategies to 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:

- Our school actively involves and engages 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;
- We 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;
- We also 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;
- Our school supports 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;
- There is a Parent Coordinator who serves as a liaison between the school and families. The Parent Coordinator provides 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 also maintains a log of events and activities planned for parents each month and files a report with the central office.
- Further, we conduct parent workshops on topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; English as a second language; GED; and technology training to build parents' capacity to help their children at home;
- PS 53X provides 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;
- We also host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Parent meetings are scheduled to include: 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;
- Provisions are made to translate all critical school documents and provide interpretation during meetings and events as needed;

- PS 53X conducts 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;
- During the School Leadership Team meetings, information will be shared with the parents on how the efforts of the school in improving teacher effectiveness are being effectuated. A list of appropriate parent-child activities that supports improvement in the Domain understudy will be distributed in the parent newsletter to keep parents involved in the initiative, to the extent possible.

PS 53X encourages 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 a Spring Fair;
- 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 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. In instances, where this is not possible, parents are notified in accordance with the No Child Left Behind (NCLB) Act;

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

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

- Convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times and providing child care for parents who are unable to attend the regularly scheduled meetings;
- 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. Letters are sent to parents of participating children in a format and in a language that parents may 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, including 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.
- Informing parents about monitoring 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 prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

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

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Read at least 30 minutes every day outside of school time;
- Give my parents or guardian, who is responsible for my welfare, all notices and information received by me from my school;
- 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.<sup>3</sup>

This School Parental Involvement Policy and School Compact has been developed jointly with, and agreed on with, parents of children participating in Title I Part A program, as evidenced by completed forms. This policy was adopted by P.S. 53X on 06/14/11 and will be in effect for the period of September 2010- June 2011. The school will distribute this policy to all parents of participating Title I Part A children around or before September 2011.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Marlene Wilks</b>	District <b>9</b>	Borough <b>Bronx</b>	School Number <b>53</b>
School Name <b>The Basheer Qusim School</b>			

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

Principal <b>Collin M. Wolfe</b>	Assistant Principal <b>Lorena Moreno, Nicole Thomas</b>
Coach <b>Sarah Ringey</b>	Coach <b>Shannon Ferguson</b>
ESL Teacher <b>Nail Castillo</b>	Guidance Counselor <b>Jenny Rojas, Johanne Blanchard</b>
Teacher/Subject Area <b>Martiza Pena (Second Grade)</b>	Parent <b>Mary Torres</b>
Teacher/Subject Area <b>Evelyn Velez (Fifth Grade)</b>	Parent Coordinator <b>Yallete Garcia</b>
Related Service Provider <b>Angela Milton</b>	Other <b>Olive Herry, AP</b>
Network Leader <b>Marlene Wilks</b>	Other <b>Yezenia Centeno-Martinez, AP</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>12</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1381</b>	Total Number of ELLs	<b>440</b>	ELLs as share of total student population (%)	<b>31.86%</b>
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## Part II: ELL Identification Process

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

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

1. In order to identify possible ELL students, we at PS 53X take the following steps to ensure that the process for the students and parents move smoothly. First, when students are being registered parents must fill out the Home Language Survey with the assistance of the coaches or staff developers, which lets us know which languages are spoken at home. Once the parent has identified a language other than English on that form, our literacy coach and early childhood staff developer ask the parent whether or not the child speaks, reads, writes and understands English. The pedagogue also quickly assesses the student through an informal conversation to verify parents' initial responses. If it is determined that the student does not speak, read, write or understand English, the coach or staff developer informs the parent of the programs, which are available (TBE, Dual Language, etc.) The student is placed in a class and awaits the LAB-R exam and initial testing that is administered within 10 school days from the admission date, by an ESL teacher or staff developer. In addition, Spanish-speaking ELLs who do not pass the LAB-R, are also administered the Spanish LAB by an ESL or bilingual teacher. All children who are considered ELLs after undergoing the process described will take an annual state ESL exam called the NYSESLAT. Students' eligibility to take the NYSESLAT is determined by the ATS report, RLER. The classroom teachers assess each individual student in the speaking strand of the exam if they are a Dual Language or TBE teacher. The students receiving push-in ESL services will be assessed individually by the ESL teacher for the speaking strand. All eligible students are then tested on the reading, listening and writing strands by their classroom or ESL teachers. The previously outlined measures ensure that all eligible candidates for the NYSESLAT exam are administered all four components: speaking, reading, listening, and writing strands.

2. Upon initial enrollment, parents are informed about all three programs based on the Home Language Survey responses and the staff developers' initial screening for new entrants. Within 10 days of admission, the LAB-R is administered to determine students classification as well as orientation meetings are held in which parents viewed a video in the community language about program choices and posed questions about the different programs that are available to their children at PS 53X. Parent orientation meetings are facilitated by a staff developer and/or assistant principal, in order to inform parents about the choices available to them such as dual language, transitional bilingual, and ESL models. The frequencies of the Parent orientation meetings are determined by the frequency of initial enrollment.

3. Based on the LAB-R results yielded within the 10 school day window, our students receive the entitlement or parent choice letters, parent surveys as well as welcome letters from their classroom teachers. Once the parent surveys and choice letters are distributed, the students take them home in order to get their parents' or guardians' signatures. The parent surveys and choice letters are then returned and filed in the assistant principal's office.

4. The students are then placed in the programs that their parents have elected. In our Dual Language Program, students receive a 50/50 instructional program in both the students' Native Language and Language of Acquisition for both the ELL's and EP students. In our TBE program, students are placed according to proficiency levels on the NYSESLAT exams. We have a class of new arrivals and beginning level students. We then have a second TBE class that includes students in the intermediate and advanced levels of language acquisition. This allows the teacher to tailor their instruction to the needs of these specific students. For students who speak languages other than Spanish, they receive ESL instruction through a push-in/pull-out model. Students receive continued entitlement letters at the end of the school year, following the NYSESLAT results. Given that most of our ELL population is predominately Spanish speaking,

letters are translated into Spanish, as well as parent meetings are also facilitated in both English and Spanish.

5. After reviewing the Parent Survey selection forms for the past few years, the trend in program choices are TBE and ESL programs. For the current school year, to date, the parent selections are as follows: 214 individuals have elected TBE while 89 parents have elected an ESL program for their children. In the 2010-2011 academic year, 200 parents selected a TBE program and 163 individuals selected an ESL program. Meanwhile, 249 parents elected TBE programs and 176 parents elected ESL programs during the 2009-2010 school year.

6. All the programs offered at PS 53X are 100% aligned with what parents have requested in the Parent Survey and Program Selection Forms.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	440	Newcomers (ELLs receiving service 0-3 years)	333	Special Education	34
SIFE		ELLs receiving service 4-6 years	73	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	194		5	20		3				21
Dual Language										4
ESL	53		4	36						0
Total	247	0	9	56	0	3	0	0	0	89
Number of ELLs in a TBE program who are in alternate placement:										30

**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	52	44	39	28	27	32								222
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>52</b>	<b>44</b>	<b>39</b>	<b>28</b>	<b>27</b>	<b>32</b>	<b>0</b>	<b>222</b>						

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	27		28		22														77	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
French																			0	0
Other		26		26		24													0	76
<b>TOTAL</b>	27	26	28	26	22	24	0	0	0	0	0	0	0	0	0	0	0	0	77	76

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		24	18	21	38	30								131
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1											1
Haitian														0
French		1	1		2	2								6
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		3	1	3	6	6								19

## 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
<b>TOTAL</b>	<b>0</b>	<b>28</b>	<b>21</b>	<b>24</b>	<b>46</b>	<b>38</b>	<b>0</b>	<b>157</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

1. A. The organizational models that are currently utilized at PS 53X are the Self-Contained Transitional-Bilingual Classes for students that consider Spanish as their native language. We also have an early childhood Dual Language program for ELLs who are Spanish dominant and are acquiring the English language. Likewise, we have EP students who are dominant in the English language and are acquiring Spanish through this program. As the population of students in the school's neighborhood has changed, we have seen an increase in the number of students who speak languages other than Spanish; therefore, we began to group these students homogenously to meet their needs.

B. Our students remain in self-contained transitional bilingual classes from kindergarten through fifth grade. We have a Dual Language program, which serves grades k-2. Students who speak languages other than English are homogenously grouped in grades 2-5.

2. The self-contained teachers who provide instruction to our TBE, Dual Language and ESL students follow a schedule that is aligned to the CR Part 154 guidelines for the amount of language allocated for each proficiency level. In our TBE classes, the teachers teach one period of Native Language Arts (NLA) instruction on a daily basis. Our students receive ESL instruction if they are intermediate and beginning level students, our advanced students receive ELA instruction as per CR Part 154's language allocation. Our content specialty teachers teach extra periods of science, social studies and art to our ELL students. In our Dual Language classes, the students receive instruction for 50% of the time in English, which is done in the content areas (i.e. science, social studies and the arts.)

3. Describe how the content areas are delivered in each program model.

At PS 53X, we work diligently to make sure all our students are critical thinkers and creative problem solvers. Concomitantly, we ensure that they achieve their personal best through exemplary daily instruction, AIS, Saturday and holiday academies and after school

## A. Programming and Scheduling Information

instruction. All

ELL students are grouped in homogenous classes or are serviced by push in/ pull out teachers. These classroom teachers meet on a weekly basis to plan instruction and analyze students' performance. They provide support services in vocabulary development, making lessons comprehensible, and facilitating language acquisition. The push-in model helps to decrease travel time and increase in-class instructional time.

ELL's on grades two through five are placed in homogenous classes. The teachers use ESL methodology to teach English Language Learners. Teachers modify the delivery of instruction in core subjects such as ELA, Math, Science, and Social studies in order to ensure that the materials are comprehensible to ELLs as well as to promote learning and second language development. The teachers adjust lessons to meet many linguistic needs by modifying speech rate and tone, direct instruction of vocabulary and grammar, repeating key words, phrases, or concept and using context clues. Congruently, teachers make extensive use of modeling strategies, as well as relating instruction to students' background knowledge and experience.

ELL's who are homogeneously grouped receive instruction in English. Instruction is conducted in English using intensive ESL methodology. Core content area instruction is provided through a sheltered English approach. The goals of the program are as follows:

- To achieve English language proficiency within three years through assessment driven instruction, differentiated instruction, early morning programs and Saturday academies.

### 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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

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

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

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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. We have several programs to target the needs of our English Language Learners in literacy, mathematics and the content areas. One of the programs is the Early Morning Self-Contained ESL Academy. Our ELL's from grades 3-5 receive additional instructional support four days per week, prior to the start of the regular school day. This program is conducted in the students' language of acquisition, which is English. The program focuses on helping students who have been receiving ESL services or who have been in TBE classes for 4-6 years. This program targets their weaknesses in acquiring the second language. Their biggest deficiencies as a group have been in the areas of reading and writing, which is reflected in their NYSESLAT scores. In addition, some of our ELL students in the same subgroup aforementioned also participate in the After-School Enrichment Academy. Although some of these ELL students fall into the intermediate

## 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. We have several programs to target the needs of our English Language Learners in literacy, mathematics and the content areas. One of the programs is the Early Morning Self-Contained ESL Academy. Our ELL's from grades 3-5 receive additional instructional support four days per week, prior to the start of the regular school day. This program is conducted in the students' language of acquisition, which is English. The program focuses on helping students who have been receiving ESL services or who have been in TBE classes for 4-6 years. This program targets their weaknesses in acquiring the second language. Their biggest deficiencies as a group have been in the areas of reading and writing, which is reflected in their NYSESLAT scores. In addition, some of our ELL students in the same subgroup aforementioned also participate in the After-School Enrichment Academy. Although some of these ELL students fall into the intermediate and advanced stages of language acquisition as determined by the annual NYSESLAT test, they also scored in levels 3 and 4 on the New York State ELA and Mathematics exams. Therefore, the Enrichment program targets them for literacy and mathematics in order to teach them strategies that will help them demonstrate progress on the New York State ELA and Mathematics examinations. Mastery of select skills and strategies will then translate into enhanced performance on the NYSESLAT. We also have Early Childhood afterschool and spring academies. These academies will target students' instructional needs in the four strands, listening, speaking, reading and writing. These students need to strengthen their foundation in literacy, mainly phonemes, high-frequency words, phonics and the structure of the English Language. The academies will be taught in the students' language of acquisition.

9. The students who receive proficiency on the NYSESLAT exam usually perform well on the English Language Arts and the Mathematics exams. Some of these students will remain in a TBE class because the parents opt for them to remain in these class settings. The students whose parents do not opt for them to remain in these classes will be mainstreamed into regular classes. Students who are mainstreamed will participate in the Enrichment program and engage in project based and technology assisted learning. Additionally, these students will participate in our band program that affords them the opportunity to learn to play a musical instrument. These activities enhance students' performance and allow them to cultivate a better command of the English language.

10. What new programs or improvements will be considered for the upcoming school year? N/A

11. What programs/services for ELL's will be discontinued and why?

This question is not applicable to us. At this time our ELL services and programs are working to support our students.

12. How are ELL's afforded equal access to all school programs? Describe after school and supplemental services offered to ELL's in your building.

All our ELL students are given an equal access to all of our programs, whether they occur in the morning, after-school or on Saturdays.

- Our after-school program is an enrichment academy that supports students in getting a better grasp of the English language. Students focus on the comprehension skills they are deficient in as well as the structure of the English language.
  - Our Early-Morning ESL program focuses on students' acquisition of a second language with a major focus on the reading and writing strands, which has been identified as a weakness based on the NYSESLAT data.
  - Our Saturday academy focuses on students' mastery of reading, writing, mathematics and the content area. Literacy extends through all subject areas and our ELL students need to understand the structure of language and how to differentiate between the various text formats.
13. What instructional materials, including technology, are used to support ELL's .
- Our new arrivals utilize the "English Now" materials for small group instruction for push-in and pull-out program.
  - The new arrivals and students with 4-6 years of service utilize "Santillana's Intensive English Program"
  - For the early childhood, they utilize "Elefonetica, De Canciones, La Cartilla, Ortografia, Pan y Canela, etc." in the students' native language in order to teach emergent literacy in their Native Language.
  - The teachers utilize SmartBoards as a technology component for ELL's to promote TPR(Total Physical Response)and the use of realia and make learning more concrete for them.
  - The classroom libraries reflect the levels of the students who are homogenously grouped. The TBE classes reflect libraries that have

## B. Programming and Scheduling Information--Continued

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

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  - The classroom libraries reflect the levels of the students who are homogenously grouped. The TBE classes reflect libraries that have

## 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.

Our teachers who support our ELL's have a yearlong professional development plan. The following outlines the workshops and professional development they will participate in during the 2011-2012 school year:

- Assistant principals will participate in ESL workshops provided by the cluster, Office of English Language Learners, BETAC, and any other opportunities provided by the Department of Education.
- Monthly LAP meetings that are designed to discuss different issues pertaining to the ELL population of students (i.e. new arrivals, long-term ELL's, ELL's who have received services for 4-6 yrs and SIFE students.). During these meetings we also provide professional development on topics such as data management, types of assessments for our ELL students, strategies to utilize with ELL's, and the utilization of a professional text called "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons.
- Onsite training will be provided with a focus on Wiggins and McTighe's lesson design format (Understanding by Design) for teachers, special education teachers, and paraprofessionals.
- Individualized support by consultants, such as AUSSIE
- In order to prepare our students for the transition from elementary school to middle school, our fifth grade is departmentalized. Students have an opportunity to experience having mathematics and English Language Arts taught by two teachers. Students also have experience in traveling to other classrooms for content area instruction in music, gym, computers, ESL, and science practicum in the science lab.
- All teachers, including special education teachers, and paraprofessionals participate in weekly grade meetings, which last for 100 minutes. During these grade meetings, teachers engage in inquiry around best practices and ESL strategies in all content areas such as reading, writing, mathematics, science, and social studies.
- The attendance sheet and records for the grade meetings and workshops are maintained by the respective assistant principals in binders.

## 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)?

PS 53X redesigned the previous Dual Language (DL) Program to make it more consistent with CR Part 154 and with Education Law 3204 and CR Part 117; we are working on making certain that all ELLs at our school are given meaningful access to a rigorous academic program. Our goals are to ensure that each student will achieve language proficiency and exceed requirements as mandated by the State Education Department of New York. As per Commissioner's Review Part 154, all DL instructors are highly qualified teachers of English Language Learners. Professional development is a continual process. Teachers meet on a weekly basis to plan instruction, analyze student work, and discuss students' progress. Teachers adjust their instruction based on the analyses. The aforementioned activities aid teachers in planning learning experiences congruent to students' needs. The staff development is relevant and hands-on which includes problem-solving activities that address real concerns. PS 53X's Dual Language Program enrolls English Proficient (EP) students and English Language Learners (ELL) in a rigorous academically and technology driven curriculum. It is a side-by-side-model in which both EP and ELL students will learn academic content in both English and Spanish implementing the Half Day Instructional Model. Literacy will be developed sequentially so that all students in grades K-2 will learn literacy in their first language before beginning explicit literacy instruction in the second language. In grades K-2, EP students will learn literacy in English and ELL's will learn literacy in Spanish. They follow the Balanced Literacy Model. Literacy is the only time during the instructional day where classes will be homogeneously grouped for language (all EPs in monolingual classes, all ELL's in bilingual classes). Each class will be heterogeneously grouped with EP and ELL students for all other subject areas. Both EP and ELL students will learn academic content in both English and Spanish through the implementation of a Half Day Instructional Model. Teachers will follow grade level core-curriculum in all subject areas, promoting student centered learning while embedding instructional strategies that promote language development. They will use different strategies such as scaffolding and sheltering language to provide multiple-entry points for students as they learn a second language. Alternating English one day and Spanish the next day throughout the year reaffirms the commitment to develop proficiency in both languages.

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## E. Parental Involvement

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

We have a long-standing relationship with the parents of ELL's within our community. Our principal launched a parental program that has been in effect for the past nine years. The program entails the teaching of English as a Second Language to our parents of English Language Learners. The program is split into two distinct classes. One class is designated for parents of Iberian descent who speak Spanish as their native language; they meet three times per week for two hours on each day. The other class is designated for parents of African descent who speak a variety of languages; they meet twice per week. The personnel, who were selected to facilitate the ESL parent classes, understand the cultural backgrounds and/or native language of the parents. The parents not only acquire the English language, but they become assimilated to our society, which is one of their expressed needs based from parent surveys. Parent Association meetings are held on a monthly basis where parents have an opportunity to communicate their interests.

We have a strong parent involvement in our School's Leadership Team (SLT). The parent coordinator and PA executives serve as liaisons between other parents and the school. They share ideas generated from the wider parent community during the monthly SLT meetings. Such collaboration allows us as a school community to evaluate the needs of our parents and to create programs aligned with their expressed needs. The parent coordinator facilitates town hall meetings with parents as well as she coordinates the parent classes and workshops. She distributes parent calendars, newsletters, and other forms of written communiqués in both English and Spanish, which keep parents abreast with all events and initiatives in the school. The parent coordinator also serves as our Spanish translator in meetings and other events. At the end of the school year, there is an annual parent celebration for ESL class participants, which is also facilitated by the parent coordinator and PA executives.

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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)	55	40	23	19	13	10								160
Intermediate(I)		23	21	29	25	23								121
Advanced (A)		7	20	11	41	38								117
Total	55	70	64	59	79	71	0	0	0	0	0	0	0	398

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		3	6	4	4	9							
	I		23	8	8	9	9							
	A		46	35	35	36	19							

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>		58	27	27	27	31							
READING/ WRITING	<b>B</b>		39	12	12	12	15							
	<b>I</b>		42	27	25	25	13							
	<b>A</b>		36	30	30	30	22							

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

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

1. At PS 53X, we utilize the DRA reading assessment to determine students' strengths and deficiencies in literacy in grades K-5. This data informs the administration and teachers whether or not our students are acquiring language in the different strands (i.e. listening, reading, writing and speaking). The data highlights which student groups are not making sufficient gains in phonemic awareness, vocabulary, phonics, fluency, etc. An early diagnosis of deficiencies allows us to tailor the curriculum to meet the needs of the students and create supplemental programs that target those needs.

2. After examining the results in the four tested modalities, we have noted the following patterns:

- In grades one through five, the highest scores were in the listening and speaking components of the NYSESLAT.
- The ELLs in grades 3 through 5 improved their reading performance; however, there are deficiencies in their writing performance.

3. The following trends are derived from the strengths and needs noted in the NYSESLAT and other assessments, such as, LAB-R, DRA, ACUITY, New York State English Language Arts test, and criterion-referenced assessments:

- The Balanced Literacy program which emphasizes speaking, listening, reading and writing skills is implemented in order to enhance the performance of ELLs on the NYSESLAT and NYS ELA exams.
- We provide Academic Intervention Services (AIS) according to students' assessed needs, based on the data analyses. Specialty that familiarize them with the format and subject matter of the test.

4. a. Our students increased their proficiency levels as they moved from the early childhood grades to the upper elementary grades. In grades two through five, most students are performing on the intermediate and advanced levels. Based on the data, which was displayed on our LAP worksheet, our ELL's have shown growth on the NYS ELA exam. In grades 3-5, most of the students are performing on Level 2 and Level 3. In Mathematics, some ELL students who took the test in English are performing on grade or above grade level. There are a large number of students performing on Levels 3. In the content areas (science and social studies), students demonstrate grade level understanding of the subject as indicated by the formative assessments and the NYS Science results.

b. The administration has structures in place that focus on the discussion of data. Three times a year the teachers meet with their immediate supervisors to discuss how the students are progressing in all academic areas. These discussions are anchored in the results of the following Periodic Assessments administered by the DOE, such as the ACUITY ITA's, Predictives, and the ELL periodic assessments. In addition, we administer internal periodic assessments such as the Simulated ELA and Mathematics exams, instructional modules/cycle assessments and DRA's. The results of these assessments inform administration to adjust the instructional program and create intervention and enrichment activities.

c. The school is learning that our ELL's are making steady progress. It is apparent from the data that our ELL's are performing comparable to their monolingual counterparts. The native language is used to assess newly arrived students in the content areas of math and science. Students are able to overcome their deficiencies and demonstrate progress on the state exams.

5. a. Students are assessed through the artifacts that are requested in the second (target) language. The writing demonstrates the mastery of

### 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

8					0
NYSAA Bilingual Spe Ed				2	2

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	4	12	16	27	3	2	0	64
4	2	3	32	19	20	6	5	2	89
5	17	5	22	11	4	4	2	1	66
6									0
7									0
8									0
NYSAA Bilingual Spe Ed								2	2

### NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	4	5	9	15	4	23	11	74
8									0
NYSAA Bilingual Spe Ed									0

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)	16	9	14	6	0	0	0	0
Chinese Reading Test								

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

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  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

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Paste additional information here

## Part VI: LAP Assurances

School Name: <u>P.S. 53X- Basheer Qusim</u>		School DBN: <u>09X053</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Collin M. Wolfe	Principal		11/29/11
Lorena A. Moreno	Assistant Principal		11/29/11
Yalette Garcia	Parent Coordinator		11/29/11
Nail Castillo	ESL Teacher		11/29/11
Mary Torres	Parent		11/29/11
Maritza Pena	Teacher/Subject Area		11/29/11
Evelyn Velez	Teacher/Subject Area		11/29/11
Shannon Ferguson	Coach		11/29/11
Sarah Ringey	Coach		11/29/11
Jenny Rojas	Guidance Counselor		11/29/11
Marlene Wilks	Network Leader		11/29/11
Nicole A. Thomas	Other <u>Assistant Principal</u>		11/29/11
Olive M. Herry	Other <u>Assistant Principal</u>		11/29/11
Yezenia Centeno-Martinez	Other <u>Assistant Principal</u>		11/29/11
Johanne Blanchard	Other <u>Guidance Counselor</u>		11/29/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 09X053**      **School Name: P.S. 53X- The Basheer Qusim School**

**Cluster: 2**      **Network: 209**

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

**Part A: Needs Assessment Findings**

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

Home Language Surveys indicate that more than 50% of our families consider Spanish as their dominant language, therefore all communication to parents is offered in English and Spanish. We have a growing population of French speaking families, so there is an emphasis on translating parent letters. Parent workshops are facilitated with translators.

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.

P.S.53X's pupil accounting registration data indicates that families from Latin American, Caribbean and West African regions have increased. In strengthening our home-school partnership, all parent letters and other documents will be translated. Translation will also be provided at parent workshops, "back to school night", and during parent-teacher conferences. This information will be reported to the school community through written communiqué, phone calls and meetings.

## Part B: Strategies and Activities

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

PS 53X will provide parents with translated documents regarding critical information about their children's education in a timely manner. These documents will include but are not limited to: registration forms, report cards, progress reports, conduct sheets, trip consent forms, and entitlement to public and special education services forms. Translations will be provided by qualified bilingual and bi-literate staff members.

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.

PS 53X will provide parents in need of language assistance with oral interpretation services during the regular and extended school day in order to promote shared accountability and provide access to information about their child's academic progress. These services will be provided by assigned office staff and the parent coordinator.

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>.

Parents will be notified via letter from the school and through postings in conspicuous locations in the school building. The school sign in front of the building will be used as another form of communication to parents. The parents' bill of rights will be posted on a bulletin board in the lobby and copies will be made available upon request.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <a href="#">P.S. 53X - Basheer Qusim</a>	DBN: <a href="#">09X053</a>
Cluster Leader: <a href="#">Charles Amundsen</a>	Network Leader: <a href="#">Marlene Wilks</a>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: <a href="#">AIS</a>
Total # of ELLs to be served: <a href="#">440</a> Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <a href="#">15</a> # of certified ESL/Bilingual teachers: <a href="#">15</a> # of content area teachers: <a href="#">15</a>

## 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:

We have developed a comprehensive instructional program which includes Dual Language classes in grades K-2 and Transitional Bilingual (TBE) classes in grades K-5. All students who speak a language other than English or Spanish are grouped homogenously and receive instruction in English combined with the utilization of intensive ESL methodology. The core content area instruction is provided through a sheltered English approach.

The students in the Transitional-Bilingual Education program primarily receive content area instruction in Spanish. English is taught as a Second Language. All English Language Learners in TBE classes are expected to build academic skills in their native language and subsequently transfer these skills in the acquisition of the second language.

At PS 53X we work diligently to make sure all our students are critical thinkers and creative problem solvers. Concomitantly, we ensure that they achieve their personal best through exemplary daily instruction, AIS, Saturday and holiday academies and after school instruction. All ELL students grouped in homogenous classes are serviced by push in/ pull out teachers.

These classroom teachers meet on a weekly basis to plan instruction and analyze students' performance. They provide support services in vocabulary development, making lessons comprehensible, and facilitating language acquisition. The push-in model helps to decrease travel time and increase in-class instructional time.

ELL's on grades two through five are placed in homogenous classes. The teachers use ESL methodology to teach English Language Learners. Teachers modify the delivery of instruction in core subjects such as ELA, Math, Science, and Social studies in order to ensure that the materials are comprehensible to ELLs as well as to promote learning and second language development. The teachers adjust lessons to meet many linguistic needs by modifying speech rate and tone, direct instruction of vocabulary and grammar, repeating key words, phrases, or concept and using context clues. Congruently, teachers make extensive use of modeling strategies, as well as relating instruction to students' background knowledge and experience.

### Our Dual Language Program

PS 53X redesigned the previous Dual Language (DL) Program to make it more consistent with CR Part 154 and with Education Law 3204 and CR Part 117; we are working on making certain that all ELLs at our school are given meaningful access to a rigorous academic program. Our goals are to ensure that each student will achieve language proficiency and exceed requirements as mandated by the State Education Department of New York. As per Commissioner's Review Part 154, all DL instructors are highly qualified teachers of English Language Learners. Professional development is an on going process. Teachers meet on a weekly basis to plan instruction, analyze student work, and discuss students' progress. Teachers adjust their instruction based on the analyses. The aforementioned activities aid teachers in planning learning experiences congruent to students' needs. The staff development is relevant and hands-on which includes problem-solving activities that address real concerns.

PS 53X's Dual Language Program enrolls English Proficient (EP) students and English Language Learners

## Part B: Direct Instruction Supplemental Program Information

(ELL) in a rigorous academically and technology driven curriculum. It is a side-by-side-model in which both EP and ELL students will learn academic content in both English and Spanish implementing the Half Day Instructional Model. Literacy will be developed sequentially so that all students in grades K-2 will learn literacy in their first language before beginning explicit literacy instruction in the second language. In grades K-2, EP students will learn literacy in English and ELL's will learn literacy in Spanish. They will follow the Balanced Literacy Model.

Literacy is the only time during the instructional day where classes will be homogeneously grouped for language (all EPs in monolingual classes, all ELL's in bilingual classes). Each class will be heterogeneously grouped with EP and ELL students for all other subject areas. Both EP and ELL students will learn academic content in both English and Spanish through the implementation of a Half Day Instructional Model.

The Chart below explains the Half Day Rollercoaster Model:

Monday	Tuesday	Wednesday	Thursday	Friday
Spanish	English	Spanish	English	Spanish
English	Spanish	English	Spanish	English

Monday	Tuesday	Wednesday	Thursday	Friday
English	Spanish	English	Spanish	English
Spanish	English	Spanish	English	Spanish

Teachers will follow grade level core-curriculum in all subject areas, promoting student centered learning while embedding instructional strategies that promote language development. They will use different strategies such as scaffolding and sheltering language to provide multiple- entry points for students as they learn a second language. Alternating English one day and Spanish the next day throughout the year reaffirms the commitment to develop proficiency in both languages.

## 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:

Our teachers who support our ELL's have a year long professional development plan. The following outlines the workshops and professional development they will participate in during the 2009-2010 school year:

- Monthly LAP meetings that are designed to discuss different issues pertaining to the ELL population of students (i.e. new arrivals, long-term ELL's, ELL's who have received services for 4-6 yrs and SIFE students.). These meetings also provide professional development on topics such as data management, types of assessments for our ELL students, strategies to utilize with ELL's, and the utilization of a professional text called "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons.
- In house training provided by Santillana on the topics such as the utilization of the "Intensive English"

**Part C: Professional Development**

program and focusing on Wiggins and McTighe’s lesson design format (Understanding by Design).

- Individualized support by different consultants, such as AUSSIE
- Cluster’s ESL workshops
- BETAC workshops and any other professional development opportunities provided by the Department of Education.

**Part D: Parental Engagement Activities**

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

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

Begin description here:

We have a long standing relationship with the parents of ELL’s within our community. Our principal launched a parental program that has been in effect for the past nine years. The program entails the teaching of English as a Second Language to our parents of English Language Learners. The program is split into two distinct classes. One class is designated for parents of Iberian descent who speak Spanish as their native language; they meet three times per week for two hours on each day. The other class is designated for parents of African descent who speak a variety of languages; they meet twice per week. The personnel, who were selected to facilitate the ESL parent classes, understand the cultural backgrounds and/or native language of the parents. The parents not only acquire the English language, but they become assimilated to our society, which is one of their expressed needs. There is also a technology workshop for parents held on Saturdays. Townhall meetings are also held to inform parents about the curricula and content students are learning and expected to demonstrate proficiency on the state’s standardized exams.

We have a strong parent involvement in our School’s Leadership Team (SLT). The parents serve as liaisons between other parents and the school. They share ideas generated from the wider parent community during the monthly SLT meetings. Such collaboration allows us as a school community to evaluate the needs of our parents and to create programs aligned with their expressed needs.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)		

**Part E: Budget**

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

Allocation Amount: \$

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