



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 153

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K153

PRINCIPAL: CARL SANTA MARIA **EMAIL:** CSANTA@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

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
Carl Santa Maria	*Principal or Designee	
Joann Savage	*UFT Chapter Leader or Designee	
Melanie Quiros	*PA/PTA President or Designated Co-President	
Michelle Mercorio	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jill Cuthill	Paraprofessional Representative	
Asma Anjun	Member/Parent	
Dilshad Khan	Member/ Parent	
Misbah Anwar	Member/ Parent	
Yihuan Wu	Member/ Parent	
Nicole Cavalluzzi	Member/ Parent	
Lori Laurelli	Member/Teacher	
Frances Tangari	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

- 1. By June 2013, the median adjusted growth percentile for all students in grades four and five will increase by 1.0-3.0 as measured by raw score to proficiency conversations generated from the results of the NYS English language arts examination.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 1. As reflected on the 2011-2012 New York City Progress Report for this school, the median adjusted growth percentile for students in grades four and five was 67.0, thus indicating that 33% of all tested students citywide performed higher than their same grade level peers who began with the same proficiency rating in 2011.
 2. According to the Developing Quality Review Report from June 1, 2011/2012 the school needs to further develop differentiated instructional strategies and rigorous task assignments that demonstrate an understanding of how students learn best, are based on data and produce meaningful student work products which will result in increased student outcomes.

Instructional strategies/activities

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

Activity #1

Professional Development: All classroom teachers in each grade will receive bi-weekly PDHQ periods to collaborate for curriculum planning.

Teachers will also use 3 already built in weekly common preps in their schedule to meet for implementing curriculum mapping. Network Curriculum Specialist will conduct professional development on writing curriculum maps, creating tasks and assessing student work. Teachers will be sent to network workshops for professional development.

Target Population: All classroom teachers

Responsible Staff Members: All classroom teachers, Assistant Principal, Principal, Network Curriculum Specialists

Implementation Timeline: September 2012-2013

Activity #2

Common Core Performance Tasks: All students will complete performance assessments at the end of each unit of study in English language arts. All units of study have been aligned to the Common Core Learning standards by grade level and reflect an equalization of narrative and non-narrative text with strong emphasis on key standards and the instructional shifts.

Target Population: All classroom teachers

Responsible Staff Members: All classroom teachers, Assistant Principal, Principal, Network Curriculum Specialists

Implementation Timeline: September 2012-2013

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Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - The school will host curriculum workshops addressing the use of curriculum maps, tasks, and differentiated instruction.
 - Parents will be trained on how to use ARIS Parent Link which will lend itself to the curriculum mapping for student assessments.
 - Parents will understand school-wide grading systems for their students and receive assessments from Teacher's College Assessments.
 - Bi-weekly School Leadership meetings address concerns that parents, teachers, and administration have regarding curriculum and how it applies to student achievement.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September 2012-June 2013 as indicated below:
- 22 Full-Time Classroom Teachers funded by Fair Student Funding
- 1 Full-Time Classroom Teacher funded by Title 1
- 3 Full-Time ESL Classroom Teachers funded by various funds; Fair Student Funding, Title 1, Title IIA, C4E CTT, School Support Supplement

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

1. By June 2013, the median adjusted growth percentile for all students in grades four and five will increase by 1.0-3.0 as measured by raw score to proficiency conversations generated from the results of the NYS Mathematics examination.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 1. As reflected on the 2011-2012 New York City Progress Report for this school, the median adjusted growth percentile for students in grades four and five was 56.0 thus indicating that 44% of all tested students citywide performed higher than their same grade level peers who began with the same proficiency rating in 2011.
 2. According to the Developing Quality Review Report from June 1, 2011-2012 the school needs to further develop differentiated instructional strategies and rigorous task assignments that demonstrate an understanding of how students learn best, are based on data, and produce meaningful student work products.

Instructional strategies/activities

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

Activity #1

Professional Development: All classroom teachers in each grade will receive bi-weekly PDHQ periods to collaborate for curriculum planning. Teachers will also use 3 already built in weekly common preps in their schedule to meet for implementing curriculum mapping. Network Curriculum Specialist will conduct professional development on writing curriculum maps, creating tasks and assessing student work. Teachers will be sent to network workshops for professional development.

Target Population: All classroom teachers

Responsible Staff Members: All classroom teachers, Assistant Principal, Principal, Network Curriculum Specialists

Implementation Timeline: September 2012-2013

Activity #2

Common Core Performance Tasks: All students will complete performance assessments at the end of each unit of study in Mathematics. All units of study have been aligned to the Common Core Learning standards by grade level and include strong emphasis on key standards and the instructional shifts. Extended response opportunities in the form of “Exemplars” have been aligned to key units of study across grade levels and are aligned to identified key standards.

Target Population: All classroom teachers

Responsible Staff Members: All classroom teachers, Assistant Principal, Principal, Network Curriculum Specialists
Implementation Timeline: September 2012-2013

Activity #3

Collaborative Inquiry Work: All classroom and out-of-classroom teachers will engage in collaborative inquiry centered on the creation of Common Core aligned tasks in Mathematics. Additionally, teachers will analyze student work products generated from completed tasks in order to make adjustments to their curriculum and plan for targeted, focused small group strategy instruction.

Target Population: All classroom teachers

Responsible Staff Members: All classroom teachers, Assistant Principal, Principal, Network Curriculum Specialists

Implementation Timeline: September 2012-2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - The school will host curriculum workshops addressing the use of curriculum maps, tasks, and differentiated instruction.
 - Parents will be trained on how to use ARIS Parent Link which will lend itself to the curriculum mapping for student assessments.
 - Parents will understand school-wide grading systems for their students and receive assessments from Teacher's College Assessments.
 - Bi-weekly School Leadership meetings address concerns that parents, teachers, and administration have regarding curriculum and how it applies to student achievement.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- As a Title I School wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September 2012-June 2013 as indicated below:
- 22 Full-Time Classroom Teachers funded by Fair Student Funding
- 1 Full-Time Classroom Teacher funded by Title 1
- 3 Full-Time ESL Classroom Teachers funded by various funds; Fair Student Funding, Title 1, Title IIA, C4E CTT, School Support Supplement

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

1. **By June 2013, the percentage of all English language learners in grades 3-5 will demonstrate a 2-4% increase in meeting or exceeding standards (achieving a Level 3 or higher) on the NYS English language arts assessment.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 1. The results of the 2011-2012 English language arts indicated that 15% of all tested ELLs achieved a Level 3 or higher on the 2012 NYS ELA examination.

Instructional strategies/activities

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

Activity # 1

Professional Development: PD will be given to ESL classroom and ESL teachers to develop strategies for the ELL students. PD should include topics addressing the ELL students' needs, strategies to address those needs, the classroom environment, and assessments used to evaluate the students.

Target Population(s): Classroom teachers servicing ELL students and ESL push-in/pull-out teachers

Responsible Staff Members: Principal, Assistant Principal, Network ESL Specialists, ESL Teachers, Classroom ESL Teachers.

Implementation Timeline: September 2012 through June 2013.

Activity #2

Creation of K-5 Self Contained ESL Classes- One class per grade will be established as a self contained ESL class servicing ESL students and those students that have tested out of ESL within the past 2 years. The purpose of these classes is to focus on the specific needs of the ELL student throughout the entire day as opposed to the 1 to 2 periods received in a pull-out program. In addition the specialized ESL instructor is able to push-in to the classroom on a daily basis to reinforce skills and strategies taught throughout the year.

Target Population: All ESL students and recent ESL tested out students in the school.

Responsible Staff Members: Principal, Assistant Principal, Network ESL Specialist, ESL Teachers, Classroom ESL Teachers.

Implementation Timeline: September 2012-June 2013

Activity # 3

Implementation of the Foundations Instructional program for Grades K-2. In order to improve phonetic achievement, higher levels of reading fluency and

comprehension, 1 period a day (3rd) will focus on the instruction of the Foundations Intervention program. All classes in grades K-2 will conduct this intervention including the ESL teachers to differentiate student's needs for learning.

Target Population: All ESL students and recent ESL tested out students in the school.

Responsible Staff Members: Principal, Assistant Principal, Network ESL Specialists, ESL Teachers, Classroom Teachers.

Implementation Timeline: November 2012-June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - ELL teachers and ELL classroom teachers will create a monthly newsletter addressing the topics that students are focusing on and the strategies that are being used.
 - The school will host curriculum workshops detailing the programs and strategies used in the classroom.
 - The Parent Coordinator will host parent workshops on how to help their children to be better students.
 - The Parent Coordinator and other staff (ex. teachers) will attend regularly scheduled parent meetings (ex. PA or PTA) to share information and respond to parent questions and inquiries.
 - The school will create and distribute a parent handbook in all dominant languages at the Meet the Teacher Orientation.
 - Parents will be trained on how to use ARIS Parent Link.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III and human resources to implement this action plan from September 2011-June 2012 as indicated below:
 - 6 Full-Time Teachers (K-5) teaching all ESL students funded by Fair Student Funding, Title 1, Title IIA, School Support Supplement

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4 <ul style="list-style-type: none">• Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Comprehensive needs assessment <ul style="list-style-type: none">• Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Instructional strategies/activities <ul style="list-style-type: none">• Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:<ul style="list-style-type: none">a) strategies/activities that encompass the needs of identified student subgroups,b) key personnel and other resources used to implement these strategies/activities,c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,d) timeline for implementation.
Strategies to increase parental involvement <ul style="list-style-type: none">• All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
Budget and resources alignment <ul style="list-style-type: none">• Indicate your school's Title I status: <input type="checkbox"/> School Wide Program (SWP) <input type="checkbox"/> Targeted Assistance Program(TAP) <input type="checkbox"/> Non-Title I• Select the fund source(s) that your school is using to support the instructional goal. _____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other <p>If other is selected describe here:</p>
Service and program coordination <ul style="list-style-type: none">• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5 <ul style="list-style-type: none">• Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Comprehensive needs assessment <ul style="list-style-type: none">• Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Instructional strategies/activities <ul style="list-style-type: none">• Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:<ul style="list-style-type: none">e) strategies/activities that encompass the needs of identified student subgroups,a) key personnel and other resources used to implement these strategies/activities,b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,c) timeline for implementation.
Strategies to increase parental involvement <ul style="list-style-type: none">• All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
Budget and resources alignment <ul style="list-style-type: none">• Indicate your school's Title I status: <input type="checkbox"/> School Wide Program (SWP) <input type="checkbox"/> Targeted Assistance Program(TAP) <input type="checkbox"/> Non-Title I• Select the fund source(s) that your school is using to support the instructional goal. _____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other <p>If other is selected describe here:</p>
Service and program coordination <ul style="list-style-type: none">• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Foundations: phonics and phonemic awareness support for early childhood students	Whole class	During the school day
	Upper Grade AIS: data driven and targeted strategy instruction for struggling students	Small group	During the school day
	Reading Recovery: reading intervention for first grade students identified by reading level and other data sources	One-to-one	During the school day
	Circular 6 (AIS choice): data driven and targeted strategy instruction for struggling students	Small Group	During the school day
	Circular 6 (AIS choice): data driven and targeted strategy instruction for struggling students	One-to One	During the school day

	In class small group strategy instruction and Guided Reading groups: classroom teachers using Reading/Writing data to support both struggling and high attaining students	Small Group	During the school day
Mathematics	Upper Grade AIS: data driven and targeted strategy instruction for struggling students	Small Group	During the school day
	Circular 6 (AIS menu choice): data driven and targeted strategy instruction for struggling students	Small Group	During the school day
	Circular 6 (AIS menu choice): data driven and targeted strategy instruction for struggling students	Small Group	During the school day
	In class small group strategy instruction and Guided Math groups: classroom teachers using Mathematics data to support both struggling and high attaining students	Small Group	During the school day
Science	Upper Grade AIS: data driven and targeted strategy instruction for struggling students	Small Group	During the school day

	In class small group strategy instruction: Science content incorporated into the ELA curriculum to support students within this content area	Small Group	During the school day
Social Studies	Upper Grade AIS: data driven and targeted strategy instruction for struggling students In class small group strategy instruction: Social Studies content incorporated into the ELA curriculum to support students within this content area	Small Group Small Group	During the school day During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk Guidance: social/emotional support for students recommended through PPT At risk SETSS: academic support for students recommended through PPT	Small Group Small Group	During the school day During the school day

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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- The current HQ rate for the teachers (based on 2011-2012 data) is 100%.
- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA, ESL and SWD teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support un-tenured teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

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Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

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Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose de la Cruz/Wendy Karp	District 21	Borough Brooklyn	School Number 153
School Name Homecrest School of Music			

B. Language Allocation Policy Team Composition

Principal Carl Santa Maria	Assistant Principal Steffani Fanizzi
Coach type here	Coach type here
ESL Teacher Julia Usovich	Guidance Counselor type here
Teacher/Subject Area Leah Gordon	Parent type here
Teacher/Subject Area Leah Schecter	Parent Coordinator Yolanda Suarez
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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

D. School Demographics

Total number of students in school	549	Total Number of ELLs	133	ELLs as share of total student population (%)	24.23%
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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. At P.S. 153 we follow all the rules and procedures which are mandated in order to identify students who may possibly be English Language Learners. At the time of registration all parents complete the Home Language Identification Survey and an informal interview is conducted in English by a pedagogue and whenever possible in the native language indicated in the survey. At P.S. 153 Mrs. Gonzalez, our dean conducts the interviews and formal initial assessments in Spanish. Ms. Soffer, Ms. Gordon and Mrs. Lemberg who are all licensed teachers interview and assess the Russian speaking parents and students. Mr. Ren, a pedagogue follows the same procedures with the Chinese speaking parents and students.

At the time of registration a licensed pedagogue administers the Home Language Survey if the parent states that the home language is other than English, then the teacher conducts an informal interview in Native Language and English. After the interview is conducted and the result is that the student speaks a language other than English and the student speaks little or no English. The next step is to administer the Language Assessment Battery-Revised within the first ten days of the new student's admittance to the school. Then the teacher evaluates the student's score and depending on the score the student is determined to be at a beginner, intermediate, or advanced level. if the student speaks Spanish, the Spanish LAB-R is administered to determine whether the student is fluent in his or her native language. After the LAB-R is given and the level is determined the student is placed in an appropriate program. The three programs that are offered are: bilingual education, dual language or freestanding ESL program. At this time our school only offers a freestanding ESL program. As an annual assessment the NYSESLAT is administered in the spring.

Based on these interviews and on the required responses on the Home Language surveys the ESL staff determines whether the student is eligible to take the LAB-R test. We administer the Spanish LAB-R to the Spanish speaking students. Students who are eligible are always tested within ten days and based on their scores placed in the appropriate ESL class. The ELLs are serviced 360 minutes a week for beginners and intermediate levels and 180 minutes for those who test at the advanced level. Students who score at a proficient level are no longer considered ELLs and are not serviced. During the interview we make it very clear to the parents that our school only offers a free standing ESL program. The parents are informed that we do not offer bilingual or dual language programs at this time. Our students are evaluated periodically by their teachers to measure growth and progress in all four components of ESL instruction. Grades 3 through 5 may take New York Interim Assessment test as well as informal evaluations are done by classroom and ESL teachers. The NYSESLAT exam is administered in the Spring of each school year and is used to determine the student's placement for the next year.

The NYSESLAT is designed to measure the English language proficiency of students who have been identified as limited English proficient. The test will be the basis for determining whether the student continues to be classified as LEP. Based on the results of the test, the student's English language proficiency level is classified as beginner, intermediate, advanced or proficient. If the student scores proficient that means the student is functioning fluently in listening, reading, writing, and speaking. Otherwise, the student is continuing to receive ESL services depending on the student's level, 360 minutes a week for beginner and intermediate level students and 180 minutes if the student is advanced level.

2. At P.S. 153, the Homecrest School of Music our ELL parents receive letters in their native language. The letter indicates that their children are entitled to ESL services and are then invited to an orientation meeting. At this meeting the parents view the video distributed by the office of the Chancellor to acquaint them with the possible programs which are available in our city. Parents are then given the option of completing the Parents Survey and Program Selection form and choose 1 of 3 educational program options; traditional bilingual program, dual language bilingual program, and freestanding ESL. At this time our school offers only the Freestanding

ESL program and our parents overwhelmingly choose this option. At this point it is clear to the parents as it has been explained in the video in their native language what a Freestanding ESL program entails. We invite them to ask questions, express concerns and learn about the other programs and opportunities that are available to them and their children. We distribute brochures and inform parents that when the choice is made, the student is required to stay in the program for at least 1 year. The student is entitled to services for up to 3 years.

Each program is thoroughly explained by the ESL personnel. Transitional Bilingual Education involves a child's native language, typically for no more than three years, to ensure that students do not fall behind in content areas like math, science, and social studies while they are learning English. The goal is to help students transition to mainstream, English-only classrooms as quickly as possible, and the linguistic goal of such programs is English acquisition only. Dual language is a form of education in which students are taught literacy and content in two languages. The majority of dual language programs in the United States teach in English and Spanish, although increasing numbers of programs use a partner language other than Spanish, such as Arabic, Chinese, French, Hawaiian, Japanese, or Korean. Dual language programs use the partner language for at least half of the instructional day in the elementary years. A free-standing ESL program provides intensive instruction in listening, speaking, reading, writing, and comprehending English. An ESL program uses the academic and cultural experience of the student as a platform to provide the appropriate instruction in English. At our school the parents are familiarized with each program and are aware of the school offering only free-standing ESL at this time. However, the parents largely select the program and are very satisfied with the results.

3. In the beginning of the year, after the students are determined to be ELLs and are given an entitlement letter which invites parents to an orientation. Our school holds a parent orientation where the ESL staff in detail explains what programs are available where parents have the opportunity to ask questions about educational programs and services that are available for their child and choose the program in which they would like to have their child enrolled. After the orientation, they will be asked to fill out a selection program form and parent survey. This information will help us create programs that are responsive to parents' needs. Parents are strongly encouraged to attend the orientation so that they can make an informed choice. However, if they cannot attend the scheduled orientation, the parents can set up an appointment with the Parent Coordinator who will explain the programs and show the video with all the information about each program in various languages. All of the forms are stored away in a safe location for at least a year. The forms are kept safely stored in order to make sure if any issues ever arise the documentation is there to prove the parents have chosen a particular program and answered the survey in a certain way.

4. The P.S. 153 staff works diligently to ensure that everyone who is entitled to services receives them in due time. Especially, with the support of Mrs. Suarez our parent coordinator, our parents and ESL staff, our school is very careful to ensure all the letters of entitlement are distributed and sent home. The same goes for the Parent Survey and Program Selection. All of us make sure all the forms are filled out, signed and returned in a timely fashion.

5. All of our students are placed in an ESL instructional program based on everything previously discussed. After reviewing the Parent Surveys and Program Selection forms for the past few years we have discovered that 99 % of the parents choose freestanding ESL. Therefore, we are aligned with parent requests and offer only Freestanding ESL..

6. As mentioned earlier the parents choose Freestanding ESL program overwhelmingly and therefore our school tries to do the best possible job to accommodate the ELL population and their parents. If other programs will be available at our school in the near future the staff of our school will do everything we can to make sure the students receive the best education by providing resources such as textbooks, educational programs and various types of technology for the ELL population.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	21	24	21	19	12	12								109
Total	21	24	21	19	12	12	0	0	0	0	0	0	0	109

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	133	Newcomers (ELLs receiving service 0-3 years)	99	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	34	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	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	117	0	7	16		8				133
Total	117	0	7	16	0	8	0	0	0	133

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	11	3	6	2	1								31
Chinese	3	7	6	2	4	2								24
Russian	4	8	6	5	3	0								26
Bengali	0	0	0	0	0	0								0
Urdu	3	3	6	3	4	7								26
Arabic	1	0	1	3	2	2								9
Haitian	0	1	0	0	0	0								1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	3	2	4	1	1								13
TOTAL	21	33	24	23	16	13	0	0	0	0	0	0	0	130

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1a) In P.S. 153 we use the pull out and push in organizational models. From K-5 grades there are entire ESL classes to which the ESL teacher pushes in with the classroom teacher. Each beginner and intermediate students receive 360 minutes of instruction per week. Students at the advanced level receive 180 minutes per week.

1b) We group the students heterogeneously. The grouping is done according to different proficiency levels so that the children are exposed to challenges and stimulated at the same time. The grouping is also done to demonstrate differentiated instruction.

2) Each beginner and intermediate students receive 360 minutes of instruction per week. Students at the advanced level receive 180 minutes per week. We use all the available ATS reports (R-LAT, LAB-R, RDGS, and RLER) to check and even double check that every eligible student is included in the program and gets to participate in an instructional program that regularly ensures continuity of rigorous instruction, content learning standards, and the core curriculum. Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support such as use of bilingual dictionaries, materials in the native language and strategies of homogenous linguistics grouping provided.

3) Our classroom curriculum is focused in essential learning as expressed by ESL standards, often integrating content area standards. Students use textbooks along with additional materials that are geared to enrich and support the ELLs learning process. Classroom libraries and instructional materials are aligned with the school's core curriculum and reflect the home languages in the school. They participate in small group, task oriented situations that guide the production of language both in oral and written forms. Students demonstrate learning through measurable product development, demonstrations, and exhibits. They demonstrate technical proficiency in areas including learning logs, research on the Internet and use of computer.

A. Programming and Scheduling Information

4) During the interview process our pedagogues speak to students in their native languages to get a sense of how much prior knowledge they have attained in their native language. We also administer the Spanish LAB-R to determine the students' proficiency in Spanish. In our school we have pedagogues speak to the students in their native languages such as Russian, Chinese, Urdu, Spanish to assess their academic skills. We also discuss students' abilities with their parents in their native languages to gather information about the students and how much academic skills they have been exposed to in their native countries.

5a) At P.S. 153 there are no SIFE students at present. If we did have SIFE students we would use small group instruction and follow a program that on a regular basis ensures continuity of instruction and language development.

5b) All newcomers are ensured of academic rigor and excellence in small group, task oriented situations that guide the production of language both in verbal and written forms. The teachers use textbooks, classroom libraries, and instructional materials that are aligned with the core curriculum and reflect their home language. Language instruction is aligned with ESL, ELA, and NLA standards. Teachers scaffold academic language and support student participation in content areas. Teachers model the use of the academic language in ways in which students are expected to respond and participate. Language functions and structures are taught within the context of the lessons. Multiple intelligences are considered when delivering instruction to the ELLs. We use a variety of methodologies such as music, art, and role playing in our instructional planning.

Our school offers after school programs to provide additional support and tutelage to newcomers to facilitate their growth so that they will be prepared for ELA and content area tests.

5c) The ELLs who are receiving services for 4 to 6 years are children who may be at risk, holdovers, and special education students. In addition to the ESL services these students are seen by the Resource Room teachers and they participate in small group instruction using all the strategies previously mentioned. They may also participate in after school programs to encourage growth in language which is serviced by a Reading Specialist and get additional support in funded reading programs. Students are also reading and writing in a relaxed setting.

5d) At present time there are no long term ELLs. If we were to have any long term ELLs here are some of the ways we would approach their education. They would be working in small groups, using games, puzzles, tapes, visuals. Various computer programs would be used depending on their level, using data, we would analyze where their weakness is and work on strategies to improve their growth and success, while continuing to build their strengths.

5e) At P.S. 153 we group students according to their needs. We analyze test results and with our team determine what we All ELLs identified as having special needs have a program designed to meet on their strengths and weaknesses. We would work with the resource room teachers, as well as special education teachers. Their IEPs would also come in handy when determining how to facilitate their growth and success to improve their scores.

6) In our school we use various strategies and materials to ensure our ELLs-SWDs are receiving the best education possible. Using visuals, manipulatives, graphic organizers, native language libraries, small group instruction, total physical response activities are constantly used with ELLs-SWDs.

7) Our school tries to accommodate all ELLs. We design curriculum maps to make sure all the various levels of our students are met. Differentiated instruction is a key component in our instruction with ELLs-SWDs. The ESL teachers work with the grade teachers to make sure all the needs of our ELLs-SWDs are met. During instruction leveled groups are put together for reading and writing activities. Students are grouped heterogeneously to ensure differentiation.

Courses Taught in Languages Other than English *ℴ*

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

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

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

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

8. In order for ELLs to succeed in content area subjects the ESL teachers at P.S. 153 integrate content area activities into our instruction. We work with the content areas teachers in order to support the ELLs in our school. Differentiation is key for making this possible. The ESL teachers design lessons in accordance with recommendations and suggestions provided by the classroom teachers. Academic language is always reinforced and group work is provided in all areas of learning. In addition, we support our ELLs by building native language libraries in every classroom to reflect most languages spoken by the ELLs.

We differentiate instruction based on their scores, formal and informal assessments, observation, unit progress, tests, standardized tests. In some instances differentiation is based on individual accomplishments, merits, and scores. In other instances we differentiate instruction based on talents, interests, and learning styles. For ELA we stress reading skills strategies such as: main idea, supporting details, compare and contrast, cause and effect, problem and solution, sequencing of events, summarizing, fact and opinion. We reinforce vocabulary, grammar, spelling, and phonics. We prepare them for writing essays, describing pictures, and using graphic organizers. Our ELLs do different writing activities such as open ended questions, finishing stories, predicting. In Math we reinforce all mathematical terms and vocabulary, math operations, problem solving, word problems, bar graphs, using tools, pattern blocks. We teach these aspects through oral instruction and oral instruction supported by writing words, formulas, and equations on the board. We review math vocabulary in the context of solving problems related to students' daily experiences. We promote math concepts through pair work and small group problem solving. Discussions of written word problems are analyzed and discussed orally. In Social Studies in small groups we prepare them for data based questions on tests, writing essays, reading time lines, graphs, maps, as well as reading Time for Kids. We provide opportunities for students to present simulations, reenactments, and presentations. Through presentations presenters organize information and rehearse it for effective oral delivery. In Science we do research, hands on experiments, observation, coming up with hypotheses, drawing conclusions, using scientific vocabulary and tools such as thermometer and microscope. Students are actively engaged in investigations involving making models of planets or growing plants. These investigations in small groups promote talking out their thinking and planning. We adhere to the standards of the state for each of the subjects. We communicate with content area teachers such as Mrs. Martin who is our upper science teacher and Mrs. Tangari who is our lower science teacher and the reading teacher Mrs. Casey. We also communicate with the classroom teachers in regards to language arts, social studies and math.

9. We provide a variety of activities integrating listening, speaking, reading, and writing. We foster critical thinking skills taking into account students' interests, cultural background, their prior knowledge and their age and most importantly language level. We use a variety of materials to reinforce CALP for example books on tape, supportive software, and computer technologies, magazines, resources that are richly illustrated, vocabulary word walls, and videos. We utilize charts, manipulative charts, T-charts, KWL charts, Venn diagrams, sequence of events, story maps, webs, time lines, bar graphs, posters, chant posters, maps, newspapers, phonics, song charts, CDs for listening to stories, songs and poems. We also offer small group instruction during the school day and Title III after school programs for grade 1-5 provided by licensed and certified ESL teachers.

10. Our school constantly comes up with programs to enrich the curriculum. This year we have a program called Case Study where we monitor two students at different levels throughout the year. This allows the teachers to use various ways to improve both students' knowledge. This also lets the teachers see that the differentiation is applicable to all students, not just the two being monitored. We also have Vertical Inquiry Teams this program allows the teachers to get to know various ways they can implement technology into their

teaching. By working with other teachers for several weeks at a time teachers use each other's findings and use it in their classrooms on regular basis.

11. In our school we don't believe in discontinuing any programs. Instead we would rather improve on programs that have been used for sometime now. One way to improve the program is to incorporate technology into it or having more hands-on projects for the students to be involved in throughout the year.

12. In our school ELLs are involved in various school and after school activities. This year our school has a new enrichment cluster model where the students are not only enriched in the arts, but also in academics. After school ESL program is offered where students get extra help with their speaking, reading, writing, and listening skills. As well as NYSESLAT test preparation is also offered.

13. We reinforce strategies which enable the development of CALP keywords, scaffolds, frequent summaries, repetition, line-learning, and think pair shares. We consider their different learning styles such auditory, visual, or tactile in every lesson. Our staff takes into account all the mentioned above information in order to make sure the students receive the best instruction possible.

14. In our school students are offered native language libraries, as well as native language dictionaries are available for students to use at any time. Multicultural events take place on regular basis. One such event is the Multicultural feast which takes place around Thanksgiving time. We celebrate Hanukkah by singing Hanukkah songs, we have Chinese New year celebrations. All the above stress the respect and recognition of the diversity in our school.

15. All the ESL teachers are aware of the curriculum for the grades that they are teaching. Also, the teachers correspond with the classroom teachers in order to work on specific challenges the students might be having in the class. Our school uses resources according to the student's grade and level. One such resource is Rigby which breaks down materials such as books by levels. If the ELL is in the kindergarten then the books that they need to be able to read are level A through C and this goes for each grade. The manipulatives, graphic organizers, posters all aid the teachers who are working with ELLs. Other resources books, charts, games, technology, dictionaries, computer software, visuals, and picture cards. We follow curriculums and state standards for each grade level. We divide children into small cooperative groups and challenge them with problems, puzzles, games, and manipulatives.

16. Before the beginning of the school year, newly enrolled ELLs and their parents are given an orientation of the school and the programs we offer. We have translators in Spanish, Russian, and Chinese available to answer any questions they might have. We recommend what books the ELLs would need prior to the beginning of the year in order to familiarize them with the language and content that they will be learning in the upcoming year. Our school makes sure that the newcomers feel welcome from day one to the P.S. 153 family.

17 No language electives are offered at this time.8

C. Schools with Dual Language Programs

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

Dual Language Program is not offered in our school at this time.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. At P.S. 153 we conduct ongoing professional development for our staff. All workshops and professional development enable teachers to effectively prepare and support ELLs with the transition to middle school. All of our paraprofessionals attend all workshops for pedagogues. Our secretaries are very supportive and helpful in registering new students and communicating with parents. Our warm and caring staff instills confidence and ensures the growth of a positive self image which enables the ELL student to cope with departmentalization and scheduling so that they can successfully endure the rigor of middle school. The entire staff attended a workshop Understanding English Language Learners presented by Merylin Fogel. Other workshops offered were: Identification of the ELL student, ESL Methods and Techniques, Strategies for Facilitating Language Acquisition, Language Development and the Multicultural Emphasis, How to Build Cross Cultural Skills, The Implementation of the Natural Approach, Tips for Parents as Reading Partners, How Can You Prepare Your Child for NYSESLAT, Language Development in English as a Second Language Student, Practices that Stimulate Communication Skills for ELLs in Cooperative Learning Groups.

2. Members of the staff attend workshops, workshops allowed the staff to better acquaint themselves with how to identify and support ELLs. After each workshop the teachers implement the newly discovered information in their instruction. In this way the teachers make sure the ELLs participate along with the rest of the class in various classroom activities. In addition, the teachers conference with the students and their parents about the transition from elementary to middle school. Our school is doing everything in its power to make sure that its ELL population is provided to make their learning transition as motivating and enjoyable. We enable the students to be up to the challenges of the upper level of schooling. We do this by providing rigorous curriculum and challenges beyond their grade level in all content areas. Our school believes in developing intelligence and creativity in all of our students.

3. In our school every teacher has been through the rigorous training in order to be aware of the various types of students they may encounter and to know how to approach and support these students to the best of their abilities. We keep a file that shows we have trained our staff and they have completed the requirements. We offered workshops, observed ESL classes in action, distributed techniques for working with ELLs. The ESL team conducted a workshop which was attended by the entire staff including classroom teachers, guidance counselor, paraprofessionals, and parent coordinator. At this workshop we educated the entire staff about the importance of the LAP and what it entails. We ensured that everyone in our staff needs to know the contents, rules stated in the LAP. Identification of the ELL student was another workshop that took place in the beginning of the year. The purpose of this workshop was to review and educate the staff on how to be to identify and work with ELLs.

E. Parental Involvement

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

1. In our school parent involvement is visible in many facets of our building. Parents have regular conferences with teachers. Parents are always volunteering to participate in after school activities such as talent shows, poetry reading, and dance festivals. It is never a problem to get parents to chaperone on a school trip. They are readily available and are very willing to come at any time.

At P.S. 153, there is a warm relationship between our PTA and newcomers to our community. We encourage all newcomers to become a part of our 153 family. We do our best to promote cross cultural skills. Parents are encouraged to join our PTA and are introduced to our PTA's many activities in our community. Mrs. Suarez , our Parent Coordinator, always offers her assistance in providing all newcomers with the opportunity to attend workshops for adults and organized trips with parents and students.

2. We offer ESL classes to new immigrant parents. Last year we provided 2 groups of ESL classes for parents. One class was taught by our teacher who has volunteered for the past six years to teach newcomers. The other teacher was provided by CPC; non-profit agency. Mrs. Suarez has organized group volunteer translators to provide information in four languages Russian, Urdu, Chinese, and Spanish. Mrs. Suarez also uses the translation and interpretation services provided by the Department of Education through her cell phone (also provided by DOE).

3. We try our best to facilitate an easy social absorption to all newcomers. Parent Orientation meetings are held in the fall and periodically during the year as new children arrive. We pride ourselves in supporting the efforts of families to be partners in their children's education. All letters to parents are distributed in English, Chinese, Russian, Urdu, Arabic, and Spanish. The parents of all of our students know that the students are our number one priority and that everything is done to show just that. From registration of each of our students to their graduation the parents know that we have done all that we could to provide the best education possible for our students.

4. The relationship that we have with the parents facilitates communication with parents and our school community. As a result of the parents' involvement in PTA activities, on school teams, (such as the LAP) the needs of the parents are addressed and met.

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)	19	3	6	1	2	1								32
Intermediate(I)	11	3	12	3	4	1								34
Advanced (A)	2	13	9	8	6	4								42
Total	32	19	27	12	12	6	0	0	0	0	0	0	0	108

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	2	1	0	3	1							
	I	7	2	5	0	0	0							
	A	8	6	4	5	5	2							
	P	14	21	24	17	16	7							
READING/ WRITING	B	17	2	6	1	2	1							
	I	9	2	12	3	4	1							
	A	0	12	9	8	5	4							
	P	3	15	7	10	12	5							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	7	7	0	19
4	2	12	4	0	18
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed			1		1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		7		9		3		21
4	1		7		10		4		22
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							1		1

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		4		11		4		21
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed							1		1

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - 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.

1. Once the ESL teachers determine that the student is eligible for testing, the LAB-R is given to this student and from the score that he or she receives we determine how much support the student needs to receive. Also Teacher's College Reading and Writing Project assessment is given to all students to determine what literacy skills they have. Running Records are performed to assess their reading and comprehension skills. Fountas and Pinnell has been also used by some teachers as an assessment tool. Teachers are constantly assessing their students. Assessment ranges from informal observation in class where the teacher observes how the students are grasping a certain topic to written assessment which checks their reading and writing skills. ESL teachers have end of units tests that they take from Rigby. Every one of these assessments allows the teachers to see how much progress the students have made and what areas they might still need more help with.

2. The NYSESLAT reflects that more support in reading and writing skills is needed. However, it also reflects positive growth as they grow from grade to grade. In our school students become more proficient faster in listening and speaking than in reading and writing. LAB-R is a great tool to see how much the students learn in the course of one year. By the end of the first year the students are able to have a conversation with their peers, but it is still difficult to express themselves academically. This goes across all grade levels. It is especially, evident with kindergarteners. At the time of the LAB-R they do not know the letters or sounds of the letters, but in three months, these ELLs are speaking. They know all the letters of the alphabet. It is evident with many beginners who at the time of the assessment didn't utter a word, but by spring time are raising their hand and are the top students in the class. As they get older the outcome is similar. However, it takes a third grader much longer to start speaking than a kindergartner. As the students get older their math skills could be much more advanced than their literacy skills. It also depends how much formal education they received in their native country. If the student didn't receive any formal education that means he or she is start from nothing and will learn everything in this school. All of the assessments that our school performs demonstrate that ELLs grasp social skills and language much faster than academic language. Through assessment it is evident that writing is where ELLs fall short. They will explain what they have read and answer all the questions that go along with the reading, but when it comes to writing this is where they need the most support. Conferencing one on one greatly helps. Once they sit down with the teacher and break down what they need to do, then the writing process gets easier.

3. In order to improve reading and writing skills more emphasis will be on reading and writing components in cooperative learning groups, activities such as creative writing, writing a book, creating travel brochures will be all geared to make reading and writing motivating and fun at the same time. The students who have difficulty with listening and speaking will be grouped in small groups where they will make use of audio tapes, so they can become more familiar with language. As a result of the NYSESLAT it is shown that students performed better on the speaking/listening than on the reading/writing. Therefore, the ESL teachers along with the classroom teachers adapt a curriculum where the main focus is literacy. Through a rigorous curriculum our school not only teaches our students to become better readers and writers, but it also challenges them. Using visuals is very important when it comes to teaching ELLs. If the text has visuals the students grasp the material much faster. Manipulatives are also a great way to enhance their skills. Using posters, charts flash cards are a great way to introduce material to ELLs. After they have grasped the material using technology is another way to differentiate instruction. Technology is a great tool to use in order to enhance learning. Through technology ELLs are receiving additional support. Our faculty tries to do as much as they can to make sure the students are getting the best education we can possibly give them.

4a. In our school students become more proficient faster in listening and speaking than in reading and writing. No one took the test in their native language last year. The majority of ELLs tested at Levels 2 and 3 in Math and ELA for both third and fourth grades. However, an even number of fourth graders got 2, 3, and 4 in Math, but more students scored at Level 2 than Levels 3 and 4 in ELA. There were more 2s in the third grade ELA than 3s or 4s. The same goes for Math. Therefore, this demonstrates that there needs more time devoted to both subjects so the same pattern is not repeated next year. Therefore, it is evident that more students performed at a developing level instead of proficient. Since the standards for scoring the ELA and Math were changed last year to raise the bar on what it means to be proficient. It is our job as educators to work ever more effectively together to ensure that all of our children get the knowledge and skills they need to do better on the next test. It is clear that our curriculum needs to devote an equal amount of time on both subjects. Our school does everything to make sure the students receive a rigorous educational program where all of their needs are met.

4b. Teachers use the results of Assessment to gear instruction to meet the individual students' needs. This is part of differentiated instruction. Additional help in listening and speaking, as well as reading and writing will be provided to the ELLs after school. Periodic Assessment has shown that student progress in English language proficiency much slower than native speakers. This type of assessment allows the teachers to see detailed information about their students' strengths and weaknesses in English language development and serve as a resource to help plan individual and group instruction. As a result of this assessment it is clear to see ELLs are faring better on math than on ELA predictives. Also this type of assessment allows the teacher to identify what specific skills the students are having trouble with and provide every possible resource to make sure that by the time the actual tests arrive the students are ready. This assessment allowed the teachers to see that ELLs need more time spent on vocabulary skills. ELLs also need more time with organizing their ideas when it comes to writing. Hence, the teachers in our school design whole class and small group instruction to address their weaknesses by using visuals, technology, hands-on activities, and repetition to help out the ELL population.

4c. The staff is learning that there is a need for more support in improving the reading and writing skills of ELLs compared to their listening and speaking skills. This year we are working on the push-in model of ESL where the classroom and ESL teachers work together to make sure the ELLs are getting the best instruction possible. This model of learning is especially helpful to ELLs who may need extra time to work on the task. Scaffolding is another process the teachers are using in our school. We build on prior knowledge of the students. We differentiate instruction for our ELLs by giving a variety of challenging activities to ELLs when they are working in small groups. Using visuals is a major resource we use when working with ELLs. The Periodic Assessment is a helpful tool to identify what ELLs need to improve on. It has shown that ELLs need more time spent on introducing a topic than native speakers. We use modeling, role play as great ways to introduce what the teacher is talking about. Using videos and songs are great ways to elicit from the students what it is they are going to learn. The classroom and the school library also contain native language books as a tool to support ELLs. Teachers incorporate books from various cultures in their lessons to show how multicultural our school is and to make our newcomers welcome. Repetition is widely used as a tool to support ELLs. They will remember information much better if it is repeated to them more than once. Our school prides on incorporating a widely differentiated instructional program to support ELLs. Overall, in our school the teachers work together and learn from each other to create the best possible ways of teaching ELLs.

5. No Dual Language is available at this time.

6. Success of our program is to see continued growth in all four components in Language Acquisition. We pride ourselves on students who become proficient and continue to do well in the content area subjects. It is encouraging to see many of our students actively participating in different programs that our school has to offer. This demonstrates their absorption into our school community and into the community at large so they can become exemplary citizens.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K153** School Name: **Homecrest School of Music**

Cluster: **6** Network: **605**

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

Part A: Needs Assessment Findings

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

In our school we provide all the accommodations possible to our students' parents. During the registration process we have our pedagogues who speak languages such as: Russian, Chinese, Spanish and Urdu offer their assistance. After the registration process is complete we assess the Home Language Surveys' where the home language is indicated. Parents preferred language form is also offered to our parents. Our pedagogues are always available for translation and interpretation. All of these services allow us to assess the school population and its needs.

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.

From the data we have compiled it shows that our school population is broken down to the following languages: Chinese, Russian, Urdu and Spanish. Where the population portion of our school is Spanish, followed by Chinese, then Urdu and Russian. After we have assessed the data we held a school orientation on informing the entire staff of our findings. Each staff member received a breakdown of our population based on their home languages. Therefore the teachers are aware of their class population and what support their students' parents will receive. All written documents such as letters or notices will be sent home in the home language that parents preferred on the day of registration.

Part B: Strategies and Activities

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

In our school we use translation and interpretation unit services for documents such as registration and language selection, standards for each grade, placement in Special Education, ELL and non-standard academic programs. For any additional documents that need translation we use our in-house staff. Letters to parents in regards to exams, trips, extra-curricular activities, school performances, holidays, or any other letters are translated by our in-house 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.

For oral interpretation services, we use our staff. The services include: interview on registration, parent-teacher conferences, phone calls to parents for explanations of various situations, for emergencies, or for any type of questions that parents might have. Orientation and other workshops are always provided with an interpreter. In addition, we inform our parents that over-the-phone services are provided for any information that they feel is not sufficiently explained to them.

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>.

In the beginning of each school year we inform the parents of all available services and resources available to them. We inform the parents there is a Translation and Interpretation Unit in the Department of Education that provides services for non-English speaking parents that offers written and oral services in their home languages. We inform the parents that they will be getting letters and notices in the language they chose in the beginning of the school year. We also introduce the parents to our staff members who can be of service for translation and interpretation.

2012-13 Comprehensive Education Plan (CEP)

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: P.S. 153	DBN: 21K153
Cluster Leader: 409	Network Leader: Neal Opromalla
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 153 will use Title 3 funds to service our ESL population by focusing on the high numbers of students in grades 2,3,4 ,and 5. These students are taking tests which account for their ESL progress and understanding of reading and math. We will support those students by implementing an after-school program 4 times a week from October through April to enhance the English language instruction necessary to succeed. The program will focus on NYSESLAT preparation for the upcoming test at the end of the spring 2013 and the ELA which is administered in April. We will prepare our ELL students for the ELA and Math State Tests which is necessary to uphold our progress report grade, and ELL student performance in general. The four ESL teachers working in this program are all ESL certified teacher which maintains our highly qualified status. We will also implement an ESL parent program which will meet once a week called "We Are N.Y.", and another through our parent coordinator who meets parents daily and provides ESL instruction and assists them to become citizens. These programs will allow parents to understand and assist better their children with homework and other topics necessary for their education. We will also invite parents to participate in several parent orientations and workshops where the ESL teachers and the parent coordinator will be involved. The school secretary will be necessary to follow up with parents of ELLS during after-school hours to follow up on the Title 3 participating students, sending letters home, and complete general Title 3 paperwork. A supervisor will be required to be in the building for after-school programs. The first program will target 20 2nd graders taught by one of our licensed ESL teachers on Mondays. The next program will target 20 3rd graders on Tuesdays also taught by one of our ESL teachers. The next program will target 20 4th graders on wednesdays also taught by one of our ESL teachers, and the last will target 20 5th graders on Thursdays taught by one of our ESL teachers.

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: The network sends their ESL Network Specialist 2-3 times a month to meet with the ESL teachers but also with the ESL classroom teachers in grade K-5. These 5 teachers learn ESL strategies such as collaboration for the push-in model as well as to enhance their teaching using CCSS. ESL teachers also attend various workshops throughout the year and turnkey the information to the classroom teachers.T

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Our Parent Coordinator assists parents on a daily basis in giving ESL instruction and assist them to become full citizens of the United States. The "We Are N.Y." program consists of 3 local high school students (former ESL students) who are giving back to their community by educating non-english speaking parents once a week in our school, assisted by our Parent Coordinator and supervised by our Assistant Principal. This program runs for approximately 16 weeks. All parents are given flyers about our programs and emails to those who have internet access.

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		

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.
Other		
TOTAL		