



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE EZRA JACK KEATS MAGNET SCHOOL OF MULTICULTURAL HUMANITIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K253

PRINCIPAL: LISA SPERONI **EMAIL:** LSPERON@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
Lisa Speroni	*Principal or Designee	
Melissa Musman	*UFT Chapter Leader or Designee	
Claudia Escoto	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Katherine Angelakos	Member/Teacher	
Marisa Barr	Member/Teacher	
Pamela Siegfried	Member/Teacher	
Elvia Cruz	Member/Parent	
Anoeska Basropansigh	Member/Parent	
Maria Perez	Member/Parent	
Mary Mineros	Member/Parent	

** 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.
By June of 2013 administration inclusive of Principal, Assistant Principal will continue to utilize a rubric driven template to provide written feedback to teachers regarding observations of teaching/learning. Additionally, we will add a minimum of one professional conversation for tenured teachers and two professional conversations with probationary teachers to enhance professional pedagogy and instructional next steps. This will result in teachers developing a deeper understanding of pedagogical excellence and instructional best practices as evidenced by walkthrough templates, lesson plans, observation reports, conversations with students and teacher self-assessments (I Learn). The above will result in conversations that will frame out instructional pedagogy that best meets the needs of all students inclusive of Students with Disabilities and ELL's.

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.
 - Observations – (Formal and Informal)
 - Peer Review
 - Teacher Lesson Plans
 - Chancellor's Initiatives
 - Quality Review
 - Professional Development Feedback Sheets
 - Instructional Team Meetings- Agendas/Minutes
 - School Leadership Meetings –Agendas/Minutes

A review of the following suggests that there is a need to focus on meaningful conversations about teaching and learning with staff. These conversations will be provided in actual events, actions, artifacts or in decisions a teacher has made regarding instructional delivery or outcome.

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 provided to teachers by Principal, Assistant Principal, Instructional Support Specialist and Instructional Lead Teachers to ensure an understanding of the term "Instructional Excellence", including but not limited to presentations, discussions and video presentations (September 2012 – June 2013).
- Target Populations(s): Teachers servicing grades Pre-k-5.
- Responsible Staff Members: Principal, Assistant Principal, Instructional Lead Teachers, Mentors, Instructional Support Specialists, Data Specialists.
- Implementation of Time Line: August 2012- June 2013

Activity #2

- School leaders will conduct short frequent cycles of rubric driven required observations and feedback sessions to ensure understanding and movement toward instructional excellence (September 2012 – June 2013).

- Target Populations(s): Teachers in grades Pre-K-5 with specific focus on our untenured staff.
- Responsible Staff Members: Principal, Assistant Principal, Network affiliates.
- Implementation of Time Line: September 2012- June 2013.

Steps for Involving Teachers in the Decision Making Process

- Teachers Teams (grade level and across grades) will meet with administration to decide on i-learn webinars reflective of professional next steps and delivery of feedback.
- Teacher Template which will provide a rubric driven evaluation of observable Teaching and Learning behaviors within a classroom.
- The administration in collaboration with the teachers will develop and implement a coherent professional development plan for teachers that integrates research based rubric (September 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.

- Our Parent Coordinator works closely with parents and staff in order to ensure a pro-active parent support system within the school.
- Training and materials on the topic of rubric driven assessments will be disseminated to the parents via the S.L.T. and P.T.A. meetings as well as our ongoing monthly Parent Workshops. During these sessions parents will review the newest lens by which administration will access evidence of teaching and learning.
- Information regarding rubric driven instruction will be posted on our school's website in an effort to broaden our school's outreach efforts.
- As always translators will be available in order to ensure that all parents are provided high quality information in their preferred language.

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.

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

If other is selected describe here:

Contract for Excellence, ARRA RTTT, School Support Supplement

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).

- Teachers will be provided opportunities to participate in Professional Development in an effort to deepen their professional knowledge in the areas of Rubric Driven Instruction, Professional Practice. This Professional Development will be provided both by the Department of Education and independent vendors.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June of 2013 100% of all classroom teachers and supplemental service providers will be participating in Collaborative Inquiry work reflective of the CCS in the content area of Literacy and Math. Students will be provided targeted, differentiated instruction in order to best support their strengths and supplement their areas of need. This will be evidenced by program cards (evidence of Collaborative Planning time), task driven performance assessments, student work samples and lesson plans. Inquiry Team benchmark indicators (Insights Gained sheet, minutes/agendas, Inquiry uploads into ARIS). This will support school goals reflective of the Chancellor's Initiatives in the areas of Literacy, Math and Teacher Leadership.

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.
 - State assessment results, including items skills assessments
 - Peer Reviews
 - Annual School Reports
 - ARIS System
 - Quality Review
 - Progress Report/Learning Environment Survey
 - DAA School Profile Reports
 - Instructional Team Minutes – Agendas/Minutes

After conducting a review of the reports above it was determined that there continues to be a need:

- For Teacher Teams to continue to review and utilize student data to drive instruction within the classroom in order to ensure that targeted instruction is provided to our most at-risk students inclusive of ELL's, former ELL's, and Students with Disabilities.
- For Teacher Teams to continue to review student work in order to implement and align the requisites of the CCS in all content areas.

Instructional strategies/activities

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

Activity #1

- Professional Development provided to teachers by Principal, Assistant Principal, Instructional Support Specialist and Instructional Lead Teachers to ensure an understanding of the term "Instructional Excellence", CCS Alignment, Short/Long term instructional planning including but not limited to presentations, discussions and video presentations (September 2012 – June 2013).
- Target Populations(s): Teacher Teams and Supplemental Service Providers in grades K-5 working with at-risk students inclusive of ELL's, former ELL's and SWD's.
- Responsible Staff Members: Principal, Assistant Principal, Data Specialists, Instructional Lead Teachers.

- Implementation of Time Line: September 2012- June 2013

Activity #2

- Creation of Long and Short Term Instructional Goals for Students: This year's long term goals will include Chancellor's Initiatives in Literacy and Math. Collaborative Inquiry Teams will meet to discuss their students' needs based on the most current data. A Short Term Goal in Math and/or Literacy will be generated. The focus of the Short Term Goals pays particular attention to our most at-risk learners, ELL's, former ELL's, and SWD's. Within the six week data cycle teachers will share and provide feedback on student work samples, interim assessments and differentiated instructional tasks. These discussions will in turn begin the next six week short term goal focus.
- Target Populations(s): Teacher Teams working with at-risk students inclusive of ELL's, former ELL's and SWD in K-5.
- Responsible Staff Members: Teachers, Instructional Leaders, Data Specialists, and Administration.
- Implementation of Time Line: September 2012- June 2013

Steps for Involving Teachers in the Decision Making Process

- Teachers will meet on and across grades in teams to gather and review data generated from Periodic Assessments, Student Work Samples, Performance Assessments and ECLAS.
- Staff will determine Short Term Goals based on student performance on Periodic Assessments, ECLAS, Performance Tasks and Student Work Samples.
- Agendas/Minutes and Historical Data Information will assist teachers in next steps for students and teachers.
- Periodic Assessment Dates- November 2012, January 2013, March 2013, ECLAS Fall 2012 and Spring 2013, Performance Assessments December 2012 and March 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.

- Parents will be provided ongoing training and materials throughout the school year in order to ensure that parents, students and teachers are familiar with the expectations of the Chancellor and the mandates set forth by the Department of Education for the 2011-2012 school year. Workshops will be provided to parents via school, staff, CBO's and District 21's CEC to address the Common Core Standards, specifically but not limited to literacy and math. Some of these workshops include but not limited to:
 - CCS training
 - Using ARIS
 - Differentiated Instruction
 - Task Driven Instruction
 - How to better help your ELL/SWD child
 - An IEP Smart Goals
 - CCS Alignment to promotion criteria for Students with Disabilities
 - Teachers will participate in this initiative by providing the following:
 - Monthly parent letters reflective of classroom action plans and goals for the month.
 - Posting additional parent resources relative to class wide happenings on the school website, providing ongoing opportunities to meet with parents (lunch/prep periods) in order to ensure the home school alignment in relation to student accountability, academic performance and ongoing progress.
 - As always translators will be provided in order to ensure parents are provided the necessary supports to best meet the needs of their children.
- P.T.A., S.L.T members will provide ongoing feedback to school staff in order to ensure that the needs of our parent community are being met.

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:

Contract for Excellence, ARRA RTTT, School Support Supplement

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).

- At-Risk students inclusive of ELL's, former ELL's and SWD's participate in After School Enrichment/Remedial programs which support the Day School instructional program.
- Organizations including Sylvan Learning Center, Coney Island Hospital, Parent to Parent NYS, work with Parent Coordinator and parents to ensure that all areas of child development are addressed which in turn will ensure the academic and socio-emotional well being of our students.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June of 2013 all classroom teachers and funded service providers will evidence a deeper understanding of the Common Core Standards as they relate to the Chancellor's Initiative in Math/ELA. The purpose of this work is for teachers (K-5) to gain a deeper understanding of the Common Core Instructional shifts and the impact of these shifts on the academic performance of our students as well as the instructional delivered by our teachers. This will be evidenced by our participation in the Department of Education Common Core Standards Lab site initiative, specifically the school wide utilization of Text to Task Template Sets (open sentence frames) student work samples and Math samples to evidence Teaching/Learning, Unit Plans evidencing rigorous instruction and student teacher feedback which will evidence a shared responsibility by both teacher and student in the instructional process. This will be measured by Performance Bundles calibrated across grades evidencing an increase in student performance, conference notes, teacher observations and lesson plans provided by the teachers to share with Common Core Lab Site group.

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.

- ECLAS-2
- Progress Report/Learning Environment Survey
- SESIS student reports
- Acuity Assessments
- School Report Cards (NYS)
- NYSESLAT
- Collaborative Inquiry Teams – Agendas/Minutes
- Student Database
- Professional Development feedback related to CCLS Training

After working on developing an understanding of the Common Core Standards we were invited to participate in a citywide initiative "CCL Site Team" as participants we are working with central to deepen our understanding of the CCS.

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: P.D. will be provided on the following topics:
 - Units of study that evidence the CCS and the UDL/LDC model of Curriculum Mapping.
 - Text to Task Template Sets (open sentence frames) in the content area of Literacy, Science, Social Studies and Math.
 - Participate in Citywide Inter-visitations evidencing the mandate of the CCS Lab site Launch Pilot in ELA/Math.
 - Participation in video/taped lessons to be used as resources for teachers with NYC and P.S. 253.

- Target Populations(s): Teachers in grades K-5 inclusive of Students with Disabilities/ELL students; volunteer teachers.
- Responsible Staff Members: Administration, Content Specific Lead Teachers, Data Specialists and Network Support Staff (P.D. Opportunities)
- Implementation of Time Line: September 2012- June 2013

Activity #2

- Collaborative Units of Study in Literacy Driven Participation in the by CCLS: Together with their grade specific colleagues, teachers will begin to use LDC Model of Curriculum Development as well as continue to use UDL to create lessons which will develop the necessary skills to master and/or increase the writing performance levels of students in the content areas of Social Studies, Science and Math. These lessons will provide maximum student support, via multi-level entry points as well as tiered instruction. Differentiated task driven activities will ensure that our most at-risk students inclusive of SWD, ELL's and former ELL's are provided the scaffolding required to ensure that they meet grade level performance targets. Supplemental service providers in ELA as well as ESL and SETTS providers will work with students and classroom teachers to provide on-level instructional activities that foster opportunities for success throughout the activity.
- Target Populations(s): Teachers
- Responsible Staff Members: Administration, Instructional Leaders, Teacher Leaders and classroom teachers where applicable.
- Implementation of Time Line: November 2012- June 2013

Steps for Involving Teachers in the Decision Making Process

- Teachers will meet as a grade to review student data gathered from Curriculum Maps End of Unit Tasks, Text Dependent student work samples, inclusive of rubrics, conference notes and student/teacher next steps.
- Instructional Specialists revisiting the CCL Site work will assist teachers to deepen their understanding of Text Dependent Questions and Text Dependent writing pieces reflective of Text Templates writing framework.

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 Parent Coordinator in consultation with S.L.T. and P.T.A. will arrange parent workshops provided by Instructional and/or content specialists who will provide different activities and training opportunities to best assist their children with the Common Core writing and reading expectations.
- Parents will be taken through the process of Differentiated Task Driven Instruction as a means of sharing the student expectations required of their children.
Additional workshops will explore the creation of IEP's in order to ensure that parents are aware of the Common Core Standards as they relate to the alignment of IEP's to promotional criteria.
- Monthly parent letters, Parent Teacher Conferences, Open School Week and Parent Teas will seek to provide parents access into their children's classrooms so that they gain a familiarity of routines, rituals, and academic expectations of their students each and every day.
- The school website will continue to serve as a resource to parents specifically the at-risk student as it affords parents links to sites that support the SWD and ELL population. (In their preferred language)

The S.L.T. and P.T.A. will serve as a source of parent feedback and modifications to our parent outreach efforts will be made as needed.

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.

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

If other is selected describe here:

Contract for Excellence, ARRA RTTT, School Support Supplement

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).

- Teachers and Administration will participate in Department of Education provided training to support the implementation of the Common Core Lab Site work.
- Administration and Teachers will attend a National Conference addressing the Common Core Standards.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June of 2013 we will reduce our referrals to Special Education Instructional settings (ICT, Self-Contained) by 10%. This will be accomplished by providing deepened core instruction and the implementation of Tier 2 and Tier 3 interventions to our most at-risk students.

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.
 - Collaborative Inquiry Teams – Agendas/Minutes
 - Progress Report/Learning Environment Survey
 - SESIS student reports
 - Acuity Assessments
 - School Report Cards (NYS)
 - NYSESLAT
 - Student Database
 - SIT Agendas/Minutes
 - IEP Annual Review Meetings (IEP Performance Updates)

After conducting a review of last year's referral rates it was determined that although we are evidencing steady increases in student proficiency in Math, Literacy, Science, inclusive of Students with Disabilities, we need to further ensure access for all students into the Least Restrictive Learning Environment. To that end we will continue to monitor our referral rates, SIT outcomes and IEP Annual Review targets to ensure our placement of student with their Least Restrictive instructional environment.

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: P.D. will be provided on the following topics:
 - Task Driven Differentiated Instruction
 - Depth of Knowledge/Bloom Taxonomy as they relate to CCS; specifically deepening rigor and scaffolding instruction.
 - Rubric Driven Assessments with a focus on grade level common core standardization and utilizing data to drive and scaffold instruction.
 - All staff will be provided Professional Development in the Response to Intervention (RTI) three tiered model of instructional support. This will enable them to identify and aggregate their most at-risk students.
 - All classroom teachers will be provided Professional Development in deepening Tier I instruction through participation in the NYC Common Core Lab site Initiative.
- Target Populations(s): Teachers in grades K-5 with a specific focus on those servicing SWD and ELL's
- Responsible Staff Members: Administration, Content Specific Lead Teachers, Data Specialists and Network Support Staff (P.D. Opportunities)
- Implementation of Time Line: September 2012- June 2013

Activity #2

- **Collaborative Units of Study in Literacy Driven by CCS:** Together with their grade specific colleagues, teachers will continue to use UDL in addition to the LDC model to create lessons which will develop the necessary skills to master and/or increase the performance levels of students in the sub strand of reading accuracy and comprehension. These lessons will provide maximum student support, via multi-level entry points as well as tiered instruction. Differentiated task driven activities will ensure that our most at-risk students SWD, ELL's and former ELL's are provided the scaffolding required to ensure that they meet grade level performance targets. Supplemental service providers in ELA as well as ESL and SETTS providers will work with students and classroom teachers to provide on-level instructional activities that foster opportunities for success throughout the activity.
- **Target Populations(s):** Teachers and supplemental service providers who are working with SWD (ELL's).
- **Responsible Staff Members:** Administration, Grade Leaders, Teacher Leaders, Supplemental Service Providers (ESL, Literacy, SETTS) and classroom teachers.
- **Implementation of Time Line:** November 2012- June 2013

Steps for Involving Teachers in the Decision Making Process

- Teachers will meet as a grade to review student data gathered from Acuity Assessments, ECLAS, monitoring for results, student work samples, inclusive of rubrics, conference notes and student/teacher next steps.
- All staff will be provided Professional Development in the Response to Intervention (RTI) three tiered model of instructional support. This will enable them to identify and aggregate their most at-risk students.

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.

- In an effort to assist with high needs targeted students we will endeavor to ensure training and provide materials which will specifically target the parents of Students with Disabilities. Workshops will be provided through the lens of these students and their unique and challenging needs.
The Parent Coordinator in consultation with S.L.T. and P.T.A. will arrange parent workshops provided by Special Education teachers, ELL teachers and content specialists who will provide different activities targeting the strengths of our ELL and SWD students.
- Parents will be taken through the process of Differentiated Task Driven Instruction as a means of sharing the student expectations required of their children.
Additional workshops will explore the creation of IEP's in order to ensure that parents are aware of their rights under and the requirements a school must fulfill to ensure their compliance within this process as well as the alignment of the IEP to the CCS with regard to the promotional criteria.
- Monthly parent letters, Parent Teacher Conferences, Open School Week and Parent Teas will seek to provide parents access into their children's classrooms so that they gain a familiarity of routines, rituals, and academic expectations of their students each and every day.
- The school website will continue to serve as a resource to parents specifically the at-risk student as it affords parents links to sites that support the SWD and ELL population. (In their preferred language)
- The S.L.T. and P.T.A. will serve as a source of parent feedback and modifications to our parent outreach efforts will be made as needed.
- Parents will be provided ongoing opportunities during PTA, SLT, General Membership and school based workshops to parents by SAT, SIT members and related service providers to ensure their understanding of the new Special Education Reform and all related components.

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:

Contract for Excellence, ARRA RTTT, School Support Supplement

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).

- o At-Risk students inclusive of ELL's will be provided After School Remedial/Enrichment opportunities to support the Day School Instructional Program.
- o The SIT Team will review At-Risk student data reports to ensure that AIS services during the day will supplement classroom instruction within the core subject areas.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

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.

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:
 - 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

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

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).

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	<p>1- At-risk students are provided with remediation in inclusive of content area literacy (reading & writing). The teacher provides a variety of activities, which are differentiated in order to address the needs of all students. Ongoing articulation between funded and classroom teachers ensures the instructional alignment of the educational program. Funded teachers bolster the home/school link by providing monthly workshops, monthly parent letters that are sent home in order to provide parents with curriculum updates, class happenings and areas of concentration. The school's website is available to parents in order to provide additional suggestions and tools for use at home with their children. Teachers utilize this site as an additional opportunity to provide information to parents which provides activities for parents to use with their children in order to increase student achievement levels.. An after school ELA/ESL</p>	<p>Via a push in/pull out model of instruction Services are provided to students ratio 1:6.</p>	<p>Services are provided 3 to 5 times a week during school hours. October 2012-June 2013 This service is available during the school day; two to five days per week for approximately twenty to thirty five minutes during the months of October 2012-June 2013.</p>

	<p>program provides students in grades 3-5(inclusive of Special Ed and ELL) differentiated instruction in the area of skill/strategy building and writing. This program incorporates all content areas with a focus (cont'd pg 17) on Social Studies/Science specifically. Program hours – Tuesday/Wednesday/Thursday, 1.5 hours.</p> <p>2- For students in grades K-5 (inclusive of SWD's and former ELL's) Wilson and Great Leaps Reading, Foundations (K-2) instruction. As stated this service supports students who need to further develop their letter/sound recognition, phonemic awareness, and fluency/accuracy.</p>		
Mathematics	<p><u>Supplemental Math</u> 1The program focus will include computation and problem solving exploration. 2- For students K-5 Great Leaps Math provides students additional support in the areas of Mathematical Computation.</p>	<p>1:1 Student Teacher Ratio At-risk students are provided remediation mathematics via push in/pull out model of instruction. Students are provided with intensive skills-based instruction in grades 3-5. Differentiated instructional techniques are utilized in order to provide students with activities that meet their specific needs. There is ongoing articulation between funded and classroom teachers in order to ensure alignment of the education program and curriculum. In order to bolster the home/school link, parents are provided with monthly workshops, which provide them with activities to use with their children in order to ensure student progress.</p>	<p>Services will be provided 3-5 times per week. October 2012-June 2013 An after school math program will be provided (pending funding) to students in grades 3-5 (inclusive of Special Ed and ELLs). This program is available two to five days per week based on identification of need.</p>
Science	<p><u>Science</u> – 1-Upper (grades 3-5) and lower (grades K-2) levels the science</p>	<p>Provides individual and/or small group instruction.</p>	<p>January 2013-June 2013. Additional assistance is provided during AIS, period 3 where applicable.</p>

	<p>cluster teacher who has identified students in danger of not meeting State and/or grade appropriate performance targets.</p> <p>2- Science standards and student individual needs are targeted via hands on exploration and content based literature, which is used to ensure student success.</p>		
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance - works with students targeted by teachers, SAT team and parents who are in need of these services. The counselor also provides service to at-risk students who are having difficulty adjusting to their educational programs and special education children whose IEPs mandate guidance services</p> <p><u>Psychologist</u> provides at-risk counseling to students in order to focus on issues of the socio-emotional domain that impedes the academic progress of students (September 2012-June 2013).</p> <p><u>Social worker</u> provides at risk-counseling and community outreach to families of AT-risk students as well as families in crisis (September 2012-June 2013).</p>	<p>1:1 Student/Psychologist Ratio</p> <p>1:1 Student/Social Worker Ratio</p>	September 2012-June 2013

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.

In order to attract and retain Highly Qualified Teachers we will continue to provide the following:

- Professional Development in the areas of Data Driven Instruction – specifically focused on the CCS in Math and Literacy will be provided throughout the school year beginning in September 2012.
- Subject specific Instructional Lead Teachers will be identified in order to provide model lessons, assist with instructional planning and work with teachers to baseline students most in need of additional support.
- The Teacher Resource Center will continue to serve as an on-site resource where teachers can gain access to professional literature, instructional supports and sample templates to best meet the needs of their children.
- Monthly Grade Meetings will provide teachers an opportunity to work collaboratively with administration to address new initiatives inclusive but not limited to CCS, Performance Tasks, Differentiated and Rubric Driven Instruction.
- Where applicable mentor teachers are assigned to assist with supporting new and struggling teachers.
- Administration will work with Instructional Leaders to discuss opportunities for professional next steps and feedback.
- Both tenured and non-tenured staff will be offered the opportunity to utilize the Component A option of the UFT contract in lieu of a formal in classroom observation. It is important to note that all non-tenured teachers will receive two additional formal observations as mandated by the UFT contract. In all cases opportunities to explore pedagogical concerns and next steps will be provided by administration. Any other teacher questions and concerns will be handled on an as need basis.
- All staff will be provided Professional Development in the Response to Intervention (RTI) three tiered model of instructional support. This will enable them to identify and aggregate their most at-risk students.
- All newly hired staff will participate in 8.5 hours of ELL instruction in order to best meet the instructional needs of our Beginning, Intermediate and Advanced Learners.
- Participation in CCS Lab site Initiative which provides teachers an opportunity to deepen their knowledge of the Common Core Standards; specifically the impact of the Common Core Instructional shifts on teaching and learning.
- Our current teachers are all Highly Qualified.

**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, P.S. 253, 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. P.S. 253 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;

P.S. 253'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 P.S. 253's Title I Parent Involvement Policy, parents of Title I participating students, parent members of Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 253 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;

P.S. 253 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 parent 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

P.S. 253, 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

P.S. 253 will 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;

P.S. 253 will support home-school relationships and improve communication by:

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

P.S. 253 will 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;

P.S. 253 will provide general support to parents by:

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

II. P.S. 253 - Parent/Guardian Responsibilities:

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

III. P.S. 253 - 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 Wendy Karp	District 21	Borough Brooklyn	School Number 253
School Name PS 253 The Ezra Jack Keats Magnet School			

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

Principal Lisa Speroni	Assistant Principal Brenda Acevedo
Coach N/A	Coach N/A
ESL Teacher Katherine Angelakos	Guidance Counselor Danielle Susskind
Teacher/Subject Area Yelena Moldavskiy - ESL	Parent type here
Teacher/Subject Area Melissa Musman - Data	Parent Coordinator Gina Dacchille
Related Service Provider Esther Kahana	Other Cluster Leader - Jose Ruiz
Network Leader	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	3	Number of certified bilingual teachers	1	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	1		

D. School Demographics

Total number of students in school	737	Total Number of ELLs	195	ELLs as share of total student population (%)	26.46%
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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. 

Paste response to questions 1-6 here
Part II- ELL Identification Process

1. As mandated in NY CR Part 154 and highlighted in the EPIC Facilitator's Guide, all new admits to P. S 253 are screened according to the LEP Identification Process. The ESL licensed pedagogues Ms. Moldavskiy, Ms. Angelakos and Ms. Haber initiate the process (within 10 days of the admit date) with the assistance of the Pupil Accounting Secretary, Parent Coordinator, and paraprofessional translators: Ms. Bansal (Urdu, Hindi), Ms. Sparavola or Ms Keller (Russian), Ms. Matias (Spanish) Ms. Caram (Arabic, French) and Ms. Deng (Cantonese). If necessary, the assistance of the Translation and Interpretation Unit is contacted for assistance when needed.
*Appendix K -Assurance Selection of New Students Intake process is in place to verify intake process.

o If the student is a first-time admit to the NYC Dept of Ed the following intake process is in place: the HLS is given in the parent/guardian's preferred home language with the ESL pedagogue and translator. The parent/guardian signs and dates the HLS. Subsequently, an informal student interview is conducted. The student's home language code is determined based on the assessment of the information collected from the HLS in conjunction with the informal student interview. If the language is identified to be a home language code other than English during this process the student is then eligible for LAB-R testing and the following occurs:

- The ESL coordinator records the information from the ATS admissions notice and biographical data onto the "LEP Identification Roster" (by grade) for LAB-R testing and transcribes the student's biographical data onto the LAB-R scan grid. Once the LEP identified students are tested (individually or in a group) by grade/level within the 10 days of admission, the date administered is bubbled onto the LAB-R scan grid. The LAB-R grids are then hand scored and transcribed onto the "LEP identification Roster"; language proficiency is determined by the cut-score matrix: Beginner, Intermediate, Advanced or Proficient.
- In the event that a student is ELL identified and the OTELLE code is Spanish the student is subsequently administered the Spanish LAB. The grid is hand-scored and the score/percentile is transcribed onto the "ELL Roster 2011-2012."

*The Fall 2011 LAB-R and Spanish LAB grids were packaged and delivered with the Principal's certification on October 5, 2011 to the Regional Testing Site for scanning.

o If the student transfers from a NYC Public School the student is screened for LEP identification by reviewing the following data on while awaiting the student's cumulative record:

- ATS Notice of Admission (QADM)
- Exam History Report (REXH)

The LEP status is the following:

-LEP entitled for ESL services (student's bio information and test history (LAB-R and NYSESLAT results) are transcribed onto the "ELL Roster 2011-2012" for ESL preliminary grouping.

-non-entitled / the Lab- R

-non- entitled/ NYSESLAT/Transitional

(The student scores at or above proficiency on the 2010 or 2011 NYSESLAT and therefore is entitled to transitional services by funded personnel and time accommodations (time and half) on NY City/State tests for 2 years. Additionally, these former LEPs are encouraged to participate in The After School Title III Program, which is designed to provide transitional support in the core academic subjects.

- o If the student is identified proficient in English after assessing the HLS and informal student interview the LEP identification process ceases, the OTELLE code is NO, ESL personnel sign off on the HLS, the original HLS is placed in the cum and a copy is kept on file in the main office.

In September, NYSESLAT results from the previous school year are examined to determine eligibility and proficiency level. The data of The NYSESLAT Combined Modality Report (RNMR) is reviewed for ELL grouping in order to drive instruction. The following letters are sent to parents/guardians:

Appendix H- Continued Entitlement - 2011 NYSESLAT

Appendix C-Transitional/not entitled - 2010 or 2011 NYSESLAT

Program Selection Process:

2. In September the parents/guardians of newly admitted ELLs are notified of their child's LEP status as a result of the Fall LAB-R. Entitlement letters (Appendix C) (in the parent's preferred language in a legal size envelope labeled "Very Important") are sent home to parents/guardians informing them of their child's entitlement to ELL services, and inviting them to attend one of the group Parent Orientation meetings in September in order to exercise their right to choose one of the three language programs offered in NYC. *The letter has a tear off sign/date return receipt, which upon return is attached to the copy on file for record keeping.

The Parent Orientation Meeting:

- The Parent Orientation Meeting: (Model B)

In September, Parent Orientation meetings are conducted by the ESL coordinator, ESL teachers with the support of the parent coordinator and translators (in house and the Interpretation unit). *one to one and small group meetings are on going as new admits are ELL identified

- Parent Orientation Resources:

- o Agenda*
- o Sign in sheet for each language group, including English
- o Laptops
- o Orientation DVDs for each language group, including English
- o Translated ELL program brochures
- o Parent Survey/Program Selection Forms, including English
- o Interpreters for each language group

- Agenda
 - o Parent sign in sheet by language group and are provided the agenda, ELL program brochure for the three ELL programs is offered in their home language.
 - o Parents are grouped by language with the translator in the library during the Orientation meeting:
 - o Welcome and Introduction by ESL and Parent Coordinator
 - o Introduction to and information regarding the three ELL Programs: program format, mandated hours, empirical research, bilingual class formation (15 or more students in one or two contiguous grades with the same home language), TBE by default, mandated ESL services if program is not available, list of schools in the district offering other bilingual programs.
 - o The Parent Survey and Program Selection Forms are distributed to each language group.
 - o Parents view the parent orientation DVD in their language group with the translator and ESL pedagogue.
 - o Parents complete the Program Selection forms with the assistance of the translator for clarification of information or questions.
 - o The ESL Coordinator reviews the Parent Surveys and Program Selection forms for each language group for completion (of the survey, parent choice, signature and date) in order to place students in programs based on parent choice.

*ESL Coordinator signs off on program placement after student is placed in ELL Program.

o The Parent Surveys and Program selection forms are copied; the original is attached to the HLS and Entitlement letter (Appendix C) in each student's cumulative record. Program choice is recorded onto the ELL Roster 2011-2012.

*Follow up- parents who did not attend the Parent Orientation meeting are contacted by phone by the ESL coordinator/translator to attend either one of the on-going group or individual meetings at their convenience to exercise parent choice in program selection for their child.

* In-house TBE list by grade and language is put on file.

3. The following appendixes are also sent to parents indicating their child's placement according to the Spring 2011 NYSESLAT and Fall 2011 LAB-R scores (hand scores).

*The Fall Lab R scores are cross checked against the (RMSR) report once generated in ATS.

*All Appendixes have a tear off sign/date return receipt, which upon return are attached to the copy on file.

• The letters (appendixes) listed below are completed, copied and sent home with a tear off return bottom (to assure receipt of notice.) The letters are sent home with the student in a legal size envelope labeled "Very Important". The photocopies are kept on file in the ESL coordinator's room to ensure ELL compliance; this in-house system is in place to confirm that the information was given to the parent/guardian. Upon receipt of the signed/dated return slip the ESL coordinator attaches it to the copy on file.

o -Appendix H- NYSESLAT 2011 Tested out/ Transitional

o -Appendix G- NYSESLAT 2011 Continued Entitlement

o -Appendix E- Fall LAB-R 2011 Non- Entitlement

o -Appendix C- Fall LAB-R 2011 Entitlement Letter/ Parent Survey/Program Selection

* ELL Parent Choice Update (ELPC) is entered in ATS.

4. As mentioned above the criteria used for ELL placement is the parent selection form which is completed after the informative parent orientation meetings. Parent requests are reviewed for:

- Preliminary program formation Transitional Bilingual, Dual and/or ESL

- List of schools in the District which offer the ELL language programs if unavailable for formation at the school.

- Parents who have not exercised their option are contacted by via phone, letter in their native language. (TBE by default).

5. The trend in P.S 253 continues to be the selection of The Free Standing ESL Program in grades K-5; this has been reflected in the Parent Selection Forms for the last 2 years.

*2011-2012 Parent Survey/Selection: First choice

o Free Standing ESL Grades K-5 (53 parents)

o TBE French Grade 3- (1 parent)

o TBE default-Spanish- Kindergarten- (1parent)
Grade1- (1 parent)

o TBE default-Urdu- Kindergarten- (1parent)
Grade 2- (1 parent)

*2010-2011 Parent Survey/Selection: First Choice

o Free Standing ESL Grades K-5- (90 parents)

o TBE default-Uzbek Kindergarten- (1 parent)

o TBE default-Arabic Kindergarten- (2 parents)

o TBE default-Urdu Grade1- (4 parents)

6. P.S 253 has a Free Standing ESL Program in grades K-5. Our program fully complies with Part 154 of the Commissioner's Regulations.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained			1											1
Push-In	1	3	0	4	2	2								12
Total	1	3	1	4	2	2	0	0	0	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	237	Newcomers (ELLs receiving service 0-3 years)	206	Special Education	45
SIFE	1	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	206	1	38	31	0	7	0	0	0	237
Total	206	1	38	31	0	7	0	0	0	237

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	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	29	19	19	17	8	6								98
Chinese	0	0	0	0	0	0								0
Russian	5	6	5	2	5	6								29
Bengali	1	1	0	0	0	2								4
Urdu	14	5	15	11	3	6								54
Arabic	1	0	1	0	0	0								2
Haitian	0	0	0	0	0	0								0
French	0	0	0	1	0	0								1
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	1								1
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	2	0	2	1	0	1								6
TOTAL	52	31	42	32	16	22	0	195						

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

A. Programming and Scheduling Information

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 1-7 here

Part IV: ELL Programming and Scheduling

A. Programming and Scheduling Information

1. Instruction is delivered according to the units of support for ELL's according to proficiency level as mandated by NYSCR Part 154.

1a. P.S 253's instructional model for the 2011-2012 school year incorporates all 3 Free Standing ESL models: Traditional push-in, pull-out and self-contained.

1b. Content-Based Literacy ESL Push-In/Pull-Out

The content-based literacy ESL program is both push-in/pull-out; Our goal to integrate grade-level content knowledge into English language instruction thereby linking English Language Proficiency Standards to the Common Core Standards. Language instruction/literacy is taught in context; content instruction will therefore be more comprehensible to the ELL learner.

- The ESL providers in the push-in model are scheduled to service classes with a large population of ELLs, and which are heterogeneously grouped during the content/literacy block. Communication regarding instructional objectives, planning and articulation of the progress of the ELLs with the classroom teacher is vital for achieving academic success.

- The ESL providers in the pull-out model provide instruction to ELLs both in heterogeneous (Beginner/Intermediate) and homogeneous (Advanced) grouping. This model enhances instruction by sub grouping instruction within the group by proficiency level. This allows for differentiated tasks, key concepts, skills, strategies and vocabulary (tier words) enrichment in the areas of language/literacy and content instruction.

- Self Contained Grade -2

The self contained ESL class in grade 2 is heterogeneously grouped by newcomer and beginner proficiency levels and is serviced by an ESL certified teacher, whose expertise is in ESL methodology and instruction both literacy and content areas. The simultaneous pursuit of intensive English language instruction in all language domains in alignment with grade-level content knowledge in the Common Core Standards is cited in the research paper presented at the AFT Education Policy Forum "Why teach language with content?" as follows

- o How the brain acquires language
- o Content more accessible and comprehensible
- o Better use of time in a standards-based approach

*360 minutes of ESL language instruction is incorporated weekly.

2. All of our certified ESL providers service our ELL population the mandated minutes for each proficiency level in accordance with CR Part 154.

- o Beginner /Intermediate students -360 minutes of ESL instruction per week.
- o Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction in the classroom per week.

3. Content-Based Literacy Instruction

- The Content-Based Literacy program incorporates language, literacy and content in context. Content enriched curriculum is introduced

A. Programming and Scheduling Information

thematically and integrated across all curriculum areas. The template for instruction is the workshop model. The curriculum is in alignment with the ELL standards and grade specific initiatives.

-In grades K-5 the instructional goals of the lessons are met through thematic planning in collaboration with the classroom teacher: each lesson is adapted to the ELL group (grade and proficiency level). Content, language strategies/modalities and /or teaching points are introduced in mini-lessons implemented during active engagement in guided or independent grouping.

: Listed below are some instructional approaches and strategies that are implemented to make content comprehensible in the cognitive process:

- Mind map (facts we may already know about the topic)
- Word banks and vocabulary related to text (highlighting key vocabulary concepts in text)
- Focus question prior to content text
- Tier vocabulary (illustrations, diagrams, charts etc.)
- KWL chart, graphic organizers etc.
- Native language glossaries and dictionaries (illustrated)
- Web sites
- Word association tasks before and after reading text
- Visuals
- Modeling of language structure in text

4. The only form of native language assessment that is available to our ELLs is the Spanish LAB, which is given to LEP identified students who identified as such on the Lab R and whose home language is Spanish.

*informal native language samples in L1 Proficiency may be used at a PPT if there is an indication of an LD issue in L2 Proficiency that my need further inquiry.

5. ELL instruction is differentiated by subgroups: proficiency level and task (content, process and context). Instructional support is a key part of differentiated instruction for ELLs in order to make language and content comprehensible in context. The literacy program Macmillan/Macgraw-Hill's Treasures Series' ELL component, which is aligned with the Common Core Standards, focuses on developing academic English by utilizing a robust curriculum (by infusing Bloom's Taxonomy) to guide instruction plans and differentiated tasks to target our ELLs academic and linguistic needs. ELLs are presented with readers leveled according to proficiency levels; activity books are used in conjunction with leveled readers for literacy skills practice. Students are given the opportunity to learn concepts, skills and information presented in a variety of ways according to their proficiency level. In addition, an array of other supplemental materials are integrated in low/high differentiated instruction, some of which are graphic organizers, tier words, writing templates, leveled rubrics, anchor papers (model for writing genre) etc.

-Our teachers are faced with a complex challenge. Research shows that literacy and language instruction should be integrated from the earliest language experiences. Research has also identified that it takes ELLs an average of 5-7 years to "catch up" to their native-speaking peers in the content areas. In an effort to close the gap between ELLs and their native English peers, our goal is and has been simultaneous student learning of BICS and CALP.

a. SIFE- (1 SIFE identified student in the ELL subgroup as of Fall 2011)

- SIFE students, in addition to mandated services participate in AIS (The Academic Intervention Program), which is period 3 in grades K-2 and period 4 in grades 3 -5 each day.

o The Foundations Wilson Language Basics program for Grades K-3 is utilized in small group (push-in instruction 2-5 students) by the AIS provider. This intervention program focuses on phonics, encoding and decoding strategies for at-risk students. In addition, Words Their Way, Word Study in Action Student Book and Word Study Notebook, Pearson Learning, which is a phonics and activity book program is used in this process.

o Mentors- SIFE students are matched to a "mentor" who have the same home language for peer support in translating directions, etc. in the classroom.

o Funded Math AIS (Level 1 and Level 2 in Math)

Materials used: Essential Strategies for Math Success, New York Math Open Ended Questions and 2012 New York mathematics rehearsal by Rally Education

o Title III After school- (Levels 1 and 2 on the ELA)

* ALL ELL SIFE students receive the mandated time of ESL instruction for their proficiency level by the ESL service provider.

b. Newcomers- (0-3 years)

A. Programming and Scheduling Information

-Newcomers (0-1 years)

Grade K-1 students receive AIS push-in instruction using Foundations Wilson, Starfall.com interactive website and student activity books I and II.

Grade 2-5 students receive AIS push-in small group instruction in the classroom periods 3 or 4 each day. The Newcomer Kit Program (I, II and III) and Taking Off Beginning English Student Book and Activity Book (pair work) are implemented towards achieving BICS in English.

-Newcomers (less than 3 years)

ELLs, who fall in the category of less than 3 years and 1 year or more in an English language system, are eligible for the ELA and participate in test prep for ELA testing and use test prep using the following material for grades 3, 4, 5:

- CARS

- STARS

- Buckle Down

- Coach

c. ELLs (4-6 years)

- ELLs receiving ESL services (4-6 years) and currently in grades 3, 4 and 5 are provided ongoing ESL instruction throughout the year, both in literacy and content areas. These students receive the same content instruction as their non-ELL peers, but are provided additional differentiated support after reviewing and analyzing assessment data. The activities integrate cognitive/metacognitive (Bloom's Taxonomy/Depth of Knowledge) and linguistic elements in the process; scaffolding (KWL chart), self-assessment of their understanding, differentiated questioning, visuals, graphic organizers, charts, genre texts (discourse patterns), tier II & III vocabulary, academic vocabulary glossaries, visuals, charts, graphic organizers, genre texts, language, modeling, specific language structure forms, skimming, scanning, note taking for key ideas, mind maps, partner reading (one partner reads aloud, the other retells), quick talk, quick write, quick draw on understanding news/magazine articles, interactive writing journal (teacher gives written feedback in the margins) etc.

* Academic Intervention details is described in the Academic Intervention SED Requirement, Appendix #1.

d. ELLs (6 years)

-At this point in time, we do not have ELLs in this subgroup.

6.ELL-SWDs

- ELL's-SWD's-

Our ELL pedagogues are cognizant of the IEP requirements of our ELL- SWD students, who are either full or part time Special Education. All ELLs identified with special needs, in addition to the mandated 360/180 minutes of ESL instruction receive intervention services (speech, SETTS, counseling, OT, PT) as dictated by their IEP's. To drive instruction, data (frequent, formative & summative) is analyzed in order to differentiate ESL literacy and content instruction. The ESL pedagogues in relation to the IEP goals integrate strategies and tasks that will support the ELL standards, objective benchmarks and expectations relevant to grade and language proficiency level.

Grade level materials and strategies to accelerate English language development:

-Carousel of Ideas English language Development Program

-Macmillan's Treasures ELL component Leveled Books and Student Activity Book

-Title III Program for ELLs

7.For the upcoming school year we will continue our efforts to provide differentiated task driven instruction in order to ensure multiple entry points for all students. This fosters instruction that is equitable and rigorous for all students inclusive of ELL's and SWD. We will widen our work with tasks by utilizing Performance Tasks reflective of the CCS to ensure the academic rigor expected of all students. ELL teachers will work with classroom teachers within Collaborative Inquiry teams to ensure appropriate targeted instruction using skill specific strategies to support ELL learners which will increase opportunities to meet with success.

Additionally, our school wide focus on technology will result in the utilization of laptops, smart boards and computers which will provide varying modalities of instruction to our students. This multi faceted approach will further our efforts to provide high interest activities to all of our students. This interactive approach to teaching and learning provides a risk-free environment for both teacher and student. It is important to note that professional development will be provided to all teachers throughout the school year to support these new instructional mandates.

We continue to ensure flexible scheduling to provide maximum opportunities for instruction. Students are instructed both in and out of classrooms. Special Education students are integrated with General Education students requiring ELL services which ensures compliance with state mandates. It also allows for placement of students in a diverse group where similar needs are demonstrated. Skills are fostered

A. Programming and Scheduling Information

inclusive of language development, class participation and peer to peer support partners are fostered during instructional time. By adding the socio-emotional and instructional needs of all students they begin to develop the acquisition of language within a risk-free supportive environment.

Finally, Parent Involvement will consist of, but not be limited to the following:

- Provide parents with workshops that explore the CCS
- Provide parents materials which will support their children at home.
- Ensure technological access to parents and training to support their understanding of ARIS, individual student reports and a student's movement toward proficiency.
- Translators are in place to ensure parental understanding and outreach

Courses Taught in Languages Other than English ⓘ

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

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

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

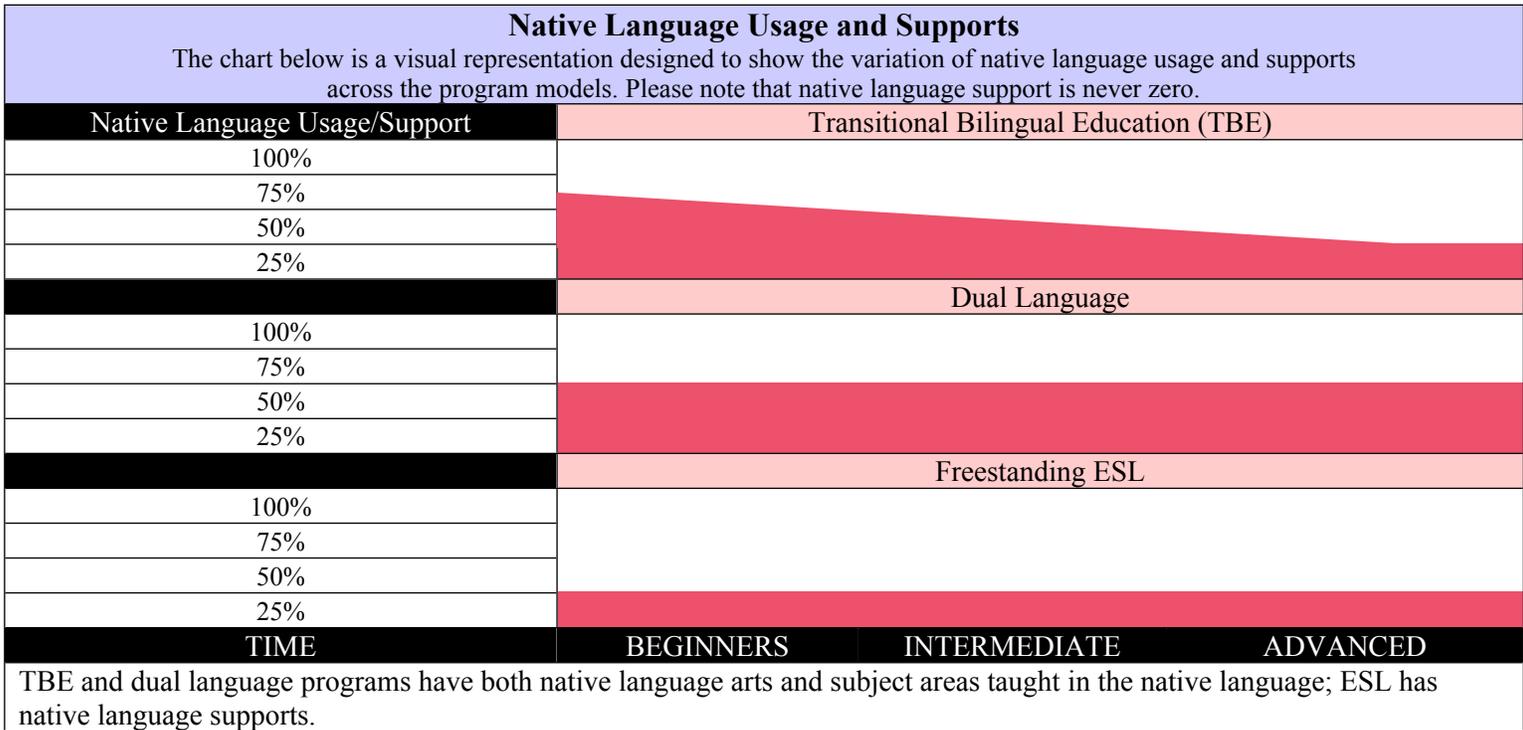
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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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?

Paste response to questions 8-17 here

8. Our intervention program targets ELL students in need of additional support services in the following categories:
- Students who have not made progress as Advanced or Intermediated ELLs for 2 years in the modalities of reading and writing and/ or scored a Level 1 or 2 on the ELA and/ or Math exams.
 - Small group instruction during AIS period 3 or 4.
 - Small group instruction by funded pedagogues in Math and Literacy grades 3-5. (differentiation of task inclusive of Bloom's Taxonomy and Webb's DOK, test prep practice etc.)
 - Afterschool Title III Program – supplemental differentiated instruction, comprehensive literacy and math program for ELLs Level 1 and 2 in Math and, or Literacy.
9. Transitional support for ELLs reaching proficiency on the NYSESLAT, who need additional support in the modalities of reading and writing. Nonetheless, our teachers (classroom and funded) provide transitional support evidenced by the following:
- Depth of Knowledge Tasks
 - Evidence of Conferencing
 - Student feedback related to student work
 - After school enrichment program in Literacy and Math.
 - Exposure to genres (informative, descriptive etc..)
 - Self-monitoring (rubrics related to tasks, anchor papers etc.)
 - Study skills (note taking, skimming/ scanning for important information, identifying important facts and details etc.)
 - Research (information via internet, library, current events, trade journals, periodicals etc.)
 - Series books
 - National Geographic Magazines: Young Explorer
- *Testing accommodations on all NY State Tests (Time and a half) for 2 years.
10. For the upcoming school year we have added theater to our arsenal of clusters. This addition was made in order to provide opportunities for students to further their decoding, speaking and listening skills. Additionally, this will allow for the utilization of our Reader's Theater series which encourages students to dramatize literacy pieces using dual modalities (fluency and comprehension) of instruction.
- As part of our technology expansion within the school ELL students will have access to varying multi-media opportunities including laptops, desktops and smart boards. CAI and group work will support the development of letter sound recognition in grades K-2 and build content knowledge and vocabulary in grades K-5. Opportunities for speaking and listening will be enhanced by using computer programs that allow students to hear appropriate diction, tone and syntax which they will begin to model during the instructional day.
11. As of this school year, The Rigby program, On Our Way to English, has been discontinued. The program no longer meets the needs of our ELLs in regards to differentiated support, academic rigor and curriculum.
12. ELLs are afforded equal access to all school programs. During the day, ELLs participate in the subject areas of music, drama,

technology, dance and physical education. On Fridays, ELLs in grades 3-5 are enrolled in a club of their choice for periods 7 and 8 for the year. Examples of clubs offered are; science, math, dance, music, theater, cheerleading, and gym. Also, school-wide activities include the Scholastic Book fair (twice/year), Penny Harvest Project in the fall, and assembly presentations on Books of the Month and the Science Fair and Author's Day for grades K-5 in the spring. Additionally, ELLs are afforded equal access to the Title III after school instructional programs to develop literacy and mathematics skills as well as provide a recreational program on Saturdays.

13. Instructional materials to support our ELLs are both content and language based according to grade and language proficiency.

- The materials that support instruction are:
 - National Geographic Young Explorer Magazine
 - Listening centers (literacy and content texts)
 - Leap Pad Library program
 - Newcomer Kit I,II,III
 - Foundations Pogram
 - Reader's Theater and content-specific literature
 - Graphic organizers, sight word, verb lists
- Technology to support ELLs
 - <http://www.everythingESL.net> (list of ELL websites)
 - <http://www.starfall.com>
 - <http://www.kidzpage.com>
 - <http://www.storypage.com>
 - <http://www.nationalgeographic.com/ngyoungexplorer/>
 - <http://www.kids.nationalgeographic.com/>
 - <http://kidsblog.nationalgeographic.com/littlekids/>
 - Kidspirations

14. Native language support is delivered to the ELL studends by the classroom teacher, funded personnel and cluster pedagogues in the areas of Science, Library, Math and ELL pedagogues in the following activities:

- Native language books
- Native language dictionaries and glossaries
- Native language fiction/non-fiction books
- State content area tests in native languages
- Native language libraries composed of fiction/non-fiction texts
- Bilingual dictionaries in Spanish, Urdu, Arabic, Russian, and Uzbek.

15. All AIS support services correspond to ELLs ages and grade levels. Age and grade appropriate materials are selected to teach multi-level students with various abilities. Low level high interest materials are available in the Macmillan Treasures' ELL component, Leap Pad Library program and Leveled Audio Early Explorers Program (Benchmark Education co.)

16. The following is put in place every June in order to assist preschool children in the transition from early childhood programs to our Kindergarten program:

- Walkthrough in June in order to provide Pre-school parents and children an opportunity to view of our Kindergarten program.
- In September Kindergarten orientation sessions are held on the half days in order to afford both parents and students a seamless transition to the full day Kindergarten program.

The following programs and activities are used for Newcomers:

- Newcomer kit program I, II, and III for Grades 2-5 - simultaneous and integrated language, literacy and content instruction in the context of themes. Examples of support materials for this program include manipulative charts, TPR cards, language practice games, reading strategy cards, leveled books and activity masters; such materials are incorporated in small group and/or individualized instruction.
- Amazing English Buddy Book- peer tutors (native speakers of the newcomer's language and proficient in English) are trained to assist the newcomers in acquiring basic English vocabulary, directions, commands, language patterns etc. in a holistic way.
- Alligator at the Airport- A Language Activities Dictionary which is a component of the Amazing English Buddy Book.
- LeapFrog Library- a four-level (Beginner, Early Intermediate, Intermediate and Advanced) theme-based interactive English language developmental program.
- Picture dictionaries-

- Elementary web sites for ELLs: everythingESL.net offers a list of free web sites separated by grade level proficiency and skill for students to use at home and in school.

-Pictionaries -Scott Foresman, Pictionary, Longman Word by Word Primary Phonics Picture Dictionary and student book, IDEA Picture Dictionary1.

-Dicitonaries in native languages: Urdu, Spanish, Russian, Uzbek, Punjabi, Arabic and Chinese.

Translated lists -sight words, regular and irregular verbs, command and content area glossaries.

17. No language electives are offered to ELLs for the 2011-2012 school year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

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.

Paste response to questions 1-3 here

1-ELL personnel will continue to attend Network and DOE driven professional development opportunities. This will ensure a broad based scope of instructional techniques to support the ELL learner in all areas of instructional and school life. In addition to the above ELL teacher will utilize "I learn" a professional learning time for teachers. This computer driven initiative website allows teachers to identify the individual strengths and weaknesses and creates a plan of assistance to ensure movement through the new state driven professional learning domain. This year all teachers will be responsible for identifying two areas of pedagogical weakness, create a plan for improvement and participation in workshops that support their individual needs.

In addition to this self exploration all teachers inclusive of ELL providers will become familiar with the CCS in mathematics. Professional development will be provided by administration, lead teachers and network staff in order to maximize opportunities for rigorous instructional delivery and awareness of important student driven next steps.

Finally, ELL teachers will provide mandated training sessions of ELL training to all staff that have been identified as "in need". All teachers will articulate with ELL service providers on an ongoing basis to ensure that daily curriculum needs of our ELL and SWD students are met via grade level ELL P.D.'s surrounding the CCSm, performance tasks, and daily task driven activities.

2. The Parent Coordinator is the key person who assists in providing parents and 5th grade staff the information needed to assist ELL students transition from 5th grade to middle school. Informative workshops (translated material/resources and translators) are presented to empower parents for this transitional process. The workshops presented give all the necessary information "nuts and bolts" to make the transition into middle school a smooth process from filling out the application to selecting a school that will best fit their child's academic success. This information is also available to parents who were unable to attend the workshops in the parent coordinator's office and Parent Information kiosk. In addition updated monthly calendars are sent home and posted on the school's web site to further inform parents of middle school application deadlines, specialized school open houses, middle school fairs, etc.,. Ms. Dacchile is always available to address the needs of the parents of ELL's in her office, by e-mail or by phone.

3. Professional development including but not limited to ELL personnel will include the following in-house workshops for the 2011-2012: differentiated learning and tasks, scaffolding instruction for ELLs in the content areas, Smart board training, assessing ELLs in the learning modalities to drive instruction, artifacts of learning etc. On a weekly basis, grade meetings during common preps (classroom and ESL personnel) will address some of the following concerns: the needs of ELLs in the classroom, strategies for differentiation through small group instruction and a plan of action for future professional development. Additionally ESL teachers will communicate with their grade level classroom teachers to align instructional goals in an effort to monitor students' progress.

Professional development has been an important and ongoing component of ESL training at P.S 253. Professional development sessions geared to the needs of our ELLs are attended by, among others, ELL pedagogues; administrators, Special Ed teachers, paraprofessionals, service providers (speech, SETTS, OT, PT) and parent coordinators all have access to information by attending or turn keyed during professional days and faculty meetings. Some examples of the professional development sessions attended by teachers and administrators in 2011-2012 are:

- Academic Vocabulary for ELLs
- Using ELL Data to Drive Instruction;
- Effective Strategies in Literacy Instruction for ELLs
- Differentiated instruction to meet the IEP goals of ELL learners
- Compelling curriculum and the CCS: Complex Texts and Tasks
- Guidelines for Pre-Screening ESL students suspected of potential learning disabilities

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?

Paste response to questions 1-4 here

Lap Plan-Section E. Parent Involvement

1. Describe parent involvement in your school, including parents of ELL's.

Parent Involvement is rich and diversified within the PS 253 community. In the past 2010-2011 school year there were 40 parent engagement workshops and events with over 1300 parents in attendance (not including parent-teacher conferences), involving partnerships with 5 outside agencies and 4 community organizations.

The PS 253 philosophy is that only through school, family and community partnerships can there be increased knowledge on how the different types of involvement may affect children's learning and development.

Communication about school programs and student progress is a two-way communication:

- 1) School-to-home:
 - a. Monthly parent letters from all service providers outlining classroom action plan and goals for the month.
 - b. Translated phone messenger of all parent and/or school events
 - c. Backpacked parent memos and workshop invitations with translations when possible.
 - d. Information regarding all events, policies, and school activities posted with links on our school web site: www.ps253.org which translates into 52 languages.
 - e. Teacher driven parent meetings regarding child's performance and issues
- 2) Home-to-school:
 - a. Parent return of "Tell Me About Your Child" surveys sent home to each student in September. Translators were provided to assist parents upon request.
 - b. Welcomed and encouraged parent driven meetings with service providers regarding their child's progress. In house translators available to assist with communication. Staff members are fluent in 11 languages.
 - c. Parent reflections regarding workshop services and home learning activities.
 - d. Parent participation in school decisions through PTA, School Leadership and school committees. Parent members are bilingual and are considered to be our "ambassadors" to the community.

2. Does the school partner with other agencies or Community based Organizations to provide workshops or services to ELL parents?

PS 253 has partner with 5 outside agencies:

1. Brooklyn Housing and Family Services
2. Nutrition Program with Cornell Cooperative Extension
3. Mad Science
4. Parent Workshop Series (4) Sylvan Learning
5. Brooklyn District Attorney's Office

And 4 Community Based organizations:

1. Understanding the new IEP's with Parent to Parent NYS
2. Parent bilingual computer classes with Good Shepard services at Grady High School
3. Parenting classes with Family Services Jewish Board
4. Adult ESL classes at Family Head Start

All of the above workshops had either bilingual presenters and/or staff translators available to meet the needs of our diverse parental community.

3. How do you evaluate the needs of the parents?

The needs of our parents are evaluated through various data sources:

- ATS
- Learning Environment Surveys
- CEP

- Quality Review report
- ARIS
- Parent Surveys and reflections

Once the data is gathered and analyzed parent goals and action plans are implemented to support student learning and achievement, as well as, parent needs.

4. How do your parent involvement activities address the needs of the parents?

The parent involvement activities at PS 253 encourages and provides parents with the necessary tools so they may have an integral role in their child’s learning.

Parents are informed about:

- Policy and procedures (DOE and PS 253 Parent handbook)
- Rules and regulations (Discipline Code, Chancellors Regulations, Parent Bill of Rights)

Parents are involved in:

- Academic achievement of their child (ARIS ParentLink)
- Assisting with their child’s learning (workshops, take home activities)
- Their child’s education at home and school through sustained and ongoing two-way communication.

Parents needs are met when they are engaged in:

- Shared decision making (PTA, School Leadership, CEP)
- Growing and sustaining a positive school culture (evidenced by attendance at Parent Engagement Workshops, school events and the Learning Environment Survey)

The goal for the PS 253 parent involvement framework is to move from parent engagement to mutual responsibility and partnership so that ALL of our families and children may become “college ready”.

In order to ensure the above initiatives our Parent Coordinator, Gina Dacchille (awarded Parent Coordinator of the Year 2010-2011) is responsible for ongoing articulation with the parents in order to continue in our efforts to bolster the home/ school relationship.

It is important to note that we will continue to allocate funds for the parent coordinator as it has become and integral part of our our students on going success.

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)	26	10	5	11	1	4								57
Intermediate(I)	4	16	15	11	4	5								55
Advanced (A)	14	4	25	11	12	17								83
Total	44	30	45	33	17	26	0	0	0	0	0	0	0	195

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	3	3	2	2	1							
	I	30	12	6	0	2	2							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	6	23	6	4	5	8							
	P	0	22	16	11	18	16							
READING/ WRITING	B	15	9	9	2	3	4							
	I	14	13	10	5	5	6							
	A	7	20	11	10	14	10							
	P	2	18	1	0	5	7							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	5	3		10
4	2	13	8		23
5	7	13	0		20
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	7	0	3	2	1	1	16
4	1	0	7	2	13	1	2	1	27
5	2	0	10	1	6	0	4	0	23
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	3	0	18	1	1	2	27
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

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

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

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

Paste response to questions 1-6 here

B

1-We continue to utilize E-CLAS as our formalized assessment tool. The teachers in grades K-3 administer E-CLAS (whole or in part) twice during the school year (Fall, Spring). In addition to E-Clas students in grade 2 when applicable are administered the E-PAL Assessment in the Spring of each school year.

The utilization of these assessments enable us to:

- Identify the performance group between our ELL's within the General Education and Students With Disabilities population.
- Identify trends that may exist within our ELL population.
- Provide us an entry point framework to use in order to ensure differentiated task driven activities for our students.
- Identify instructional areas which might require additional Professional Development for the teacher in order to ensure appropriate delivery of instruction.

For the current school year we will be focusing on the following areas in grades K-2:

Our program currently is focusing on cultural centrification by identifying the student's native language and English language proficiency (language modalities-spotlighting their strengths and weaknesses) in order to best suit the learning of ideas, content and language. We have flexibility that allows for opportunities for student interaction with their peers that share the same native home language, as well as opportunities for interaction and support of students speaking languages other than their own. This develops patience, tolerance of others, sound skills and language. Together with the PTA, SLT, and Title I our parents have elected non native language exclusivity reflected in the Parent Selection Survey Forms.

Classroom teachers are continuing Monitoring for Results as a tool to monitor each ELL student's progress by using the Fountas, and Pinnell Benchmark Systems in grades K-5 assessments (September, February and May) this system identifies independent and guided reading levels, vocabulary development and reading comprehension tasks which are aimed at putting each ELL child in prospective as to what development is needed to meet the designated literacy benchmark for their grade in all content areas as well ESL.

Our teachers compile the information from these informative resources to group, monitor and differentiate instruction (class/homework) for each ELL student, in this way their development over time and within the stages of language acquisition becomes apparent. This data then allows teachers to make instructionally sound decisions regarding teaching and learning.

- NYSESLAT Level and Conversion Scores in listening/speaking/reading/writing
- Authentic Teacher Assessments
- Treasure Series Assessments
- ITA's
- Math/ELA grades 3-5
- Predictive ELA and Math Assessments are used to predict student outcomes which serves to ensure that students are provided the most current instructional activities and support required to ensure success. This is evidenced in the classroom when observing lessons, reviewing student tasks, and revisiting a student's work in relation to the teacher's expected outcomes.

In order to ensure instructional coherence teachers maintain comprehensive records of the following:

- Observations
- Children's developmental levels of reading and language in the form of anecdotal records
- Editing checklists
- Running records
- Informal language assessments
- Reviews of retellings
- Responses to literature
- Reading interviews
- ECLAS-2
- WRAP
- Aris
- Fountas and Pinnell Benchmark Assessment System
- Grade Rubrics
- Conference Notes in all content areas
- Artifacts (student work samples, conferences, assessments and low inference observational data) which evidence mastery

ECLAS-2 ELL Population 2011:

Kindergarten Decoding ECLAS-2 June 2011:

Out of 36 Kindergarten ELLs, 19 students scored below level in the sub-strand of decoding. Nine students scored on level and 8 students scored above level in the sub-strand of decoding. We need to focus on the sub-strand of decoding in ECLAS-2. ELL teachers will work with classroom teachers utilizing Foundations and Treasures Reading Series.

First Grade Decoding ECLAS-2 June 2011:

Out of 27 students who are ELLs, 11 students scored below level in the sub-strand of decoding. Four students scored on level. Eight students scored above level in the sub-strand of decoding. We need to focus on the sub-strand of decoding in ECLAS-2. ELL teachers will work with classroom teachers utilizing Foundations and Treasures Reading Series.

Second Grade Decoding ECLAS-2 June 2011:

Out of 14 ELL students, 4 scored below level in the sub-strand of decoding. Ten students scored on level of mastery (Level 6).

*This is the highest level a student can achieve in decoding in ECLAS-2. We need to scaffold instruction for the 4 students who have not yet achieved master in the decoding sub-strand.

The results of the NYSESLAT Modality Report indicate the following:

-a population (less than 3 years) of ELL learners without simplifying the juxtaposes of language acquisition, evidence the progression of language proficiency in the language process stated in research by the following sequence of modalities :1st listening, 2nd speaking, 3rd reading and last writing .

- a population (extension of services) of ELL's reveal that a majority scored Advanced (grades 4&5) and lag in the modalities of reading and/or writing . A closer examination of data shows that students in this group scored slightly higher in the reading modality. This follows the stages of language acquisition (BICS and CALP described by Jim Cummings). The results also indicate a progression of language proficiency in the reading/writing modalities as students attain CALP and have had 2-3 years of language instruction. The data from the RNMR is vital for differentiated instruction in order for our ELLs to attain language proficiency. This is an indicator that Bloom's Taxonomy of higher level CALP tasks and grade level content need to be implemented to "spark" and differentiate instruction to this ELL population instruction.

All ELL and Transitional ELLs taking the New York State Tests for ELL's (2 years after testing out of NYSESLAT) are provided with testing accommodations ((time and a half, listening passage read 3 times, separate location, native language test and/or glossaries, written(Spanish) or oral translations(Russian)) .With the exception of newcomers (written, oral or translated support), most of our ELL's opt for taking the exams in English and have met the NYS Standards on most State Exams which is reflected in the Table below in question #4.

A close analysis of the ELA 2011 indicates the following:

Out of 10 students taking the exam in Grade 3

- 2 scored a Level 1 (below the standard)
- 5 scored a Level 2 (met basic standard)
- 3 scored a Level 3 (met proficiency standard)
- 0 scored a Level 4 (exceeded proficiency standard)

Conclusion: 80% of Grade 3 approached and met the standard, while 20% are below the grade standard.

Out of 23 students taking the exam in Grade 4

- 2 scored a Level 1 (below the standard)
- 13 scored a Level 2 (met basic standard)
- 8 scored a Level 3 and 4 (met and exceeded proficiency standard)

Conclusion: 84% of Grade 4 met the basic standard, while 16% are below the grade standard.

Out of 20 students taking the exam in Grade 5

- 7 scored a Level 1 (below the standard)
- 13 scored a Level 2 (met basic standard)
- 0 scored a Level 3 (met proficiency standard)
- 0 scored a Level 4 (exceeded proficiency standard)

Conclusion: 65% met the basic standard and 35% did not meet the grade standard.

2. After reviewing and analyzing the overall data of the 2011 NYSESLAT and Fall 2011 LAB-R hand scores the following is evident in the overall proficiency levels of the students in grades K-5:

-57 students scored at the Beginner level

-55 students scored at the Intermediate level

-83 students scored at the Advanced level

*there is evidence of progression in the modalities in relation to the 2010 NYSESLAT scores

The 2011 NYSESLAT and FALL 2011 LAB-R (hand-scores) by grade and proficiency level indicate the following;

-there is a large number of Beginner ELLs in grades K & 1

-there is a large number of Intermediate ELLs in grades 1 and 2

-there is a large number of Advanced ELLs in grades 2, 4 and 5

-there is an equal number of Beginner, Intermediate and Advanced ELLs in grade 3 (11 students on each level)

-there is a low number of Beginner & Intermediate ELLs in grades 4 & 5

3. Analyzing the data from the 2011 NYSESLAT Modality Analysis indicates the following:

In Kindergarten

-16 students scored on the same level in the modalities of listening/speaking and reading/writing

-7 students scored higher in the modalities of reading/writing as compared to listening/speaking

-15 students scored lower in the modalities of reading/writing as compared to listening/speaking

Grade 1

-25 students scored on the same level in the modalities of listening/speaking and reading/writing

-15 students scored higher in the modalities of reading/writing as compared to listening/speaking

-28 students scored lower in the modalities of reading/writing as compared to listening/speaking

-11 students scored “proficient” on the NYSESLAT

Grade 2

-8 students scored on the same level in the modalities of listening/speaking and reading/writing

-23 students scored higher in the modalities of listening/speaking and reading/writing

1 student tested “proficient” on the NYSESLAT

Grade 3

-3 students scored on the same level in the modalities of listening/speaking and reading/writing

-1 student scored higher in the modalities of reading/writing as compared to listening/speaking

-13 students scored higher in the modalities of listening/speaking as compared to reading//writing

Grade 4

-2 students scored on the same level in the modalities of listening/speaking and reading/writing

-4 students scored higher in the modalities of reading/writing as compared to listening/speaking

-17 students scored higher in the modalities of listening/speaking as compared to reading/writing

-4 students scored “proficient” on the NYSESLAT

Grade 5

-3 students scored on the same level in the modalities of listening/speaking and reading/writing

-1 student scored higher in the modalities of reading/writing as compared to listening/speaking

-17 students scored higher in the modalities of listening/speaking as compared to reading/writing

-6 students scored “proficient” on the NYSESLAT

How will patterns across NYSESLAT modalities affect instructional decisions?

Based on the data from the 2011 NYSESLAT Modality Report our instructional goals will focus on the following:

-to raise the proficiency level of all students in reading/writing in grades K-5

-to raise the proficiency level of students who scored Intermediate or Advanced in reading/writing for more than 1 year

-to raise the proficiency level of students who lag in the modalities of listening/speaking in grades K-2

The results of the NYSESLAT Modality Report indicate the following:

- a stagnation and/or lag in the modalities of reading/writing when ELL's were tested in a new grade strand
- a stagnation in the modalities of reading/writing ELL-SWD, who scored Advanced
- a population (less than 3 years) of ELL learners without simplifying the juxtaposes of language acquisition, evidence the progression of language proficiency in the language process stated in research by the following sequence of modalities :1st listening, 2nd speaking, 3rd reading and last writing .

- a population (extension of services) of ELL's reveal that a majority scored Advanced (grades 4&5) and lag in the modalities of reading and/or writing . A closer examination of data shows that students in this group scored slightly higher in the reading modality. This follows the stages of language acquisition (BICS and CALP described by Jim Cummings). The results also indicate a progression of language proficiency in the reading/writing modalities as students attain CALP and have had 2-3 years of language instruction. The data from the RNMR is vital for differentiated instruction in order for our ELLs to attain language proficiency. This is an indicator that Bloom's Taxonomy/Depth of Knowledge, and complex and compelling text of higher level CALP tasks and grade level content need to be implemented to "spark" and differentiate instruction to this ELL population instruction.

All ELL and Transitional ELLs taking the New York State Tests for ELL's (2 years after testing out of NYSESLAT) are provided with testing accommodations ((time and a half, listening passage read 3 times, separate location, native language test and/or glossaries, written(Spanish) or oral translations(Russian)) .With the exception of newcomers (written, oral or translated support), most of our ELL's opt for taking the exams in English and have met the NYS Standards on most State Exams which is reflected in the Table below in question #4.

4.

a. This data reveals significant improvement in all modalities between ELLs from 2010 and the 2011 NYSESLAT scores; however there are implications that need to be addressed:

A close analysis of the ELA 2011 indicates the following:

Out of 10 students taking the exam in Grade 3

- 2 scored a Level 1 (below the standard)
- 5 scored a Level 2 (met basic standard)
- 3 scored a Level 3 (met proficiency standard)
- 0 scored a Level 4 (exceeded proficiency standard)

Conclusion: 80% of Grade 3 approached and met the standard, while 20% are below the grade standard.

Out of 23 students taking the exam in Grade 4

- 2 scored a Level 1 (below standard)
- 13 scored a Level 2 (met basic standard)
- 8 scored a Level 3 and 4 (met and exceeded proficiency standard)

Conclusion: 84% of Grade 4 met the basic standard, while 16% are below the grade standard.

Out of 20 students taking the exam in Grade 5

- 7 scored a Level 1 (below the standard)
- 13 scored a Level 2 (met basic standard)
- 0 scored a Level 3 (met proficiency standard)
- 0 scored a Level 4 (exceeded proficiency standard)

Conclusion: 65% met the basic standard and 35% did not meet the grade standard.

A close analysis of the NYS Math 2011 indicates the following:

Out of 16 students taking the exam in Grade 3

- 1 in English and 1 in their NL scored a Level 1 (below the standard)
- 7 in English and 0 in their NL scored a Level 2 (met basic standard)
- 3 in English and 2 in their NL scored a Level 3 (met proficiency standard)
- 1 in English and 1 in their NL scored a level 4 (exceeded proficiency standard)

Out of 27 students that took the exam in Grade 4

- 1 in English and 0 in their NL scored a Level 1(below the standard)
- 7 in English and 2 in their NL scored a Level 2 (met basic standard)
- 13 in English and 1 in their NL scored a Level 3 (met proficiency standard)

- 12 in English and 1 in their NL scored a Level 4 (exceeded proficiency standard)

Out of 23 students taking the exam in Grade 5

- 2 in English and 0 in their NL scored a Level 1 (below standard)
- 10 in English and 1 in their NL scored a Level 2 (met basic standard)
- 6 in English and 0 in NL scored Level 3 (met proficiency standard)
- 4 in English and 0 in NL scored a Level 4 (exceeded proficiency standard)
- Conclusion: On Level 3 and Level 4 no student in their NL was at or above proficiency.

A close analysis of NYS Science Exam 2011 indicates the following:

Out of 27 students taking the exam in Grade 4

- 2 in English and 0 in their NL scored a Level 1 (below standard)
- 3 in English and 0 in their NL scored a Level 2 (met basic standard)
- 18 in English and 1 in their NL scored a Level 3 (met proficiency standard)
- 1 in English and 2 in their NL scored a Level 4 (exceeded proficiency standard)

Conclusion: NL supported above proficiency score of Science content area.

Both classroom teachers and out of classroom funded AIS providers access ELA Acuity reports from Diagnostic and Predictive Exams. We utilize the matrix (skill and standards summary report) to differentiated instruction. We assign study skills and create custom tests to address students' strengths and weaknesses. We identify trends across the grades and ELL sub groups. Students take both genre based and predictive ELA and Math multiple choice exams throughout the year. We have learned to supplement and scaffold instruction where necessary.

b. The ELL Periodic Assessments will be implemented for the first time this year in grades 3-5 in addition to the school's other ELA formative assessments; the assessments will provide teachers with detailed information about their strengths and areas of need in English language development.

c. We are continuing to see an upward performance trend in our ELL population. SWD/ELL students continue to struggle to meet state standards but are evidencing some demonstrated movement toward meeting proficiency.

Some students continue to demonstrate challenges in meeting or exceeding grade level proficiency due to interrupted instructional support. This is particularly evidenced in ELA.

During and after school AIS programs are made available to these students.

In addition to the NYSESLAT, Periodic Assessment (Acuity, Predictives, ITA's) are used to identify specific skill/sub-skills that ELL students have not yet mastered. Data trends identified after review of NYSESLAT and Periodic Assessments serve to assist in the designing of instruction that is necessary to move these students in an upward slope until proficiency levels in all four modalities are reached and the NYS Standards for the grade are met.

5.

5a, 5b, 5c not applicable

6. Each year we measure the success of our ELL Program by the yearly growth of academic achievement and proficiency of our ELL's using NYSESLAT modality report, Periodic Assessments and New York State Exams. Additionally, artifacts inclusive of authentic student work, reflective revisitation of our current ELL program. Revisions to all instructional programs are discussed with School Leadership Team, PTA, School Assessment Team and related faculty.

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.

Part VI: LAP Assurances

School Name: <u>The Ezra Jack Keats Magnet Sch</u>		School DBN: <u>K253</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Speroni	Principal		11/10/11
Brenda Acevedo	Assistant Principal		11/10/11
Gina Dacchille	Parent Coordinator		11/10/11
Katherine Angelakos	ESL Teacher		11/10/11
Claudia Escoto	Parent		11/10/11
Yelena Moldavskiy- ESL	Teacher/Subject Area		11/10/11
Melissa Musman - Data	Teacher/Subject Area		11/10/11
	Coach		1/1/01
	Coach		1/1/01
Danielle Susman	Guidance Counselor		11/10/11
	Network Leader		
Esther Kahana	Other <u>Related Service</u>		11/10/11
Veronica Stepanoff	Other <u>Speech</u>		11/10/11
Jose Ruiz	Other <u>Cluster Leader</u>		12/16/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **21K253**

School Name: **The Magnet School of Multicultural**

Cluster: _____

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.

As part of our CEP, each year we assess the needs of parents via Parent Survey, SLT Meetings, Parent Teacher Conferences and P.T.A. Meetings within the building. As we have a high ESL population, the issue of translation/interpretation is always a high priority for the parents. The needs assessment was based on written survey, home language survey, Parent Coordinator information sessions and funded meetings. Additional assessments included are School Report Cards, School Parent Survey, NYSESLAT and special education data and State Exams.

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.

Our assessment found that we have a need to continue the following: information written to parents in their native language as well as English, parent newsletters and informational materials in order to inform parents and strengthen the home/school link. By providing these services, it is our goal to enhance parents' understanding of academic initiatives, assessments and promotional criteria. Need for translators during informational sessions including but not limited to PTA Meetings, Funded Meetings, PPT Meetings, Parent Teacher Conferences and Inter-district Parent Workshops. These findings were reported to parents via P.T.A. Meetings, Funded Meetings, SLT Meetings, and Meetings with Parent Coordinator.

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.

We will continue to utilize DOE Language Interpretation Service to further translate written materials to all parents. This will include, but not be limited to: Academic Student Progress, DOE mandates, informational papers, testing information, and NCLB related information. It is our belief that this will bolster the home/school link and parent participation within the school. Our school website www.253.org translates all information into the primary languages of our school population. This will continue to assist us in our efforts to increase parent outreach.

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.

Translators will continue to be available during Parent/Teacher Conferences, PTA meetings, SLT meetings, parent information forums and meetings to provide parents with academically pertinent information regarding their child. By providing oral interpreters, parents will gain a sense of empowerment and security as they make educational decisions about their children. We continue to utilize previously purchased translating devices which allow parent's in need of translation to utilize headsets in order to hear translations 1 on 1 instead of as a group. We will use the translation hotline services as needed to communicate with parents who are in need of immediate translation that can't be met by the school. Finally, in order to continue our efforts to bolster the home-school link we have purchased "School Messenger". This system will allow parents to receive communications in their native language on topics such as attendance, school news, upcoming school closures and parent meetings.

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>.

Posters are displayed in the main entrance, the SAT room and the main office notifying parents of their right to translation as well as discussed at P.T.A. Meetings, Funded Meetings, SLT Meetings and Meetings with Parent Coordinator and included on our school's website.

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: The Ezra Jack Keats Magnet Sch	DBN: 21k253
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
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: 90
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 6
of certified ESL/Bilingual teachers: 2
of content area teachers: 4

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. 253 will provide an after-school ESL program for our Grade 3 – 5 ELL students and those who recently tested out (Transitional ESL students within the last two years) of ESL. The students will meet two times per week (approximately 51 sessions), 1 3/4 hours per session from 3:05 – 4:45, participation of 10 - 15 students in grades 3, 4, and 5 beginning November 2012 through June of 2013. Approximately 90 students will be served in this program. These students are most in need of English language development. Instruction will be provided in English by certified teachers. This program will target the students in the skill areas of listening, reading, and writing in all content areas. The Title III program will supplement the regular mandated ESL instruction received by students during the school day that are multi-sensory, interactive, and scientifically based. Systematic and reliable information about students' performance in each area of the three major parts of the program: Thematic Units, Guided Reading Collection, and Phonics will be monitored by the teacher. In addition, there are various tools in place that we will continue to utilize for overall student performance assessment for the program to further drive instruction. In addition, ELL Assessment portfolios to monitor students' progress. There will be one ESL teacher working cooperatively with four content area teachers. The ESL teacher will push in to each class/group as needed to provide assistance. Since this will be the only running after school program in the building a supervisor will be hired for this program.

In addition to the ELA, students will be provided supplemental Math Instruction. This focus will be utilizing ELL strategies to assist students with mathematical word problems. Vocabulary, key words, and syntactical arrangements will be the focus of the instruction.

Part C: Professional Development

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

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

Begin description here:

Additional Professional Development will be provided by Lead Teacher and senior ESL teachers (at no cost to the program) in order to provide content area instruction to ELL teachers as follows:

- Professional Development using ARIS as a source of Data Collection, parent outreach and

Part C: Professional Development

support, differentiated instruction, collegial interfacing is part of our professional development as well. September 4th and 5th.

- Monthly Data Specialist driven Grade Meetings (Circular 6R) provided by Data Specialist to meet the needs of each unique grade and/or teacher. November, December, January, February, March, April.
- Monthly Administrative driven Grade Meetings dedicated to the process of inquiry and goal oriented instruction for student and teacher inclusive of but not limited to: reviews of student work, case study, share out sessions, instructional planning, identification of trends among student sub-groups and related support, opportunities for teacher sharing of best practice, clarification or opportunities for reflection.
- Every teacher on staff has or will have received eight hours of ELL training (ten for Special Education) by June of 2013 which will have included but was not limited to strategies working with the ELL students in a general education classroom setting, using multiple data results in order to implement differentiated instruction, as well as the introduction of new instructional materials which support the teachers in the area of techniques that are content and language based in order to better address the needs of the ELL students.
- Stages of Language Acquisition BICS/CALP
- Content area instruction scaffold for the English Language Learner – September/October
- Rubrics for ELL students that are reflective of language acquisition skills - November
- Performance Tasks and scaffolded support for the ELL Learner.
- Differentiated Instruction to meet the needs of all students – September/December
- ELL Learners with special needs - December

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent Support – Our Parent Coordinator in collaboration with ESL and non ESL teachers will provide bi-monthly Parent Support workshops. Topics will include but not limited to: “How to work with your child at home to best develop English proficiency skills” and “Creating a family love of literacy”. ESL teachers and Lead Literacy Facilitator/Data Person of P.S. 253 will conduct parent workshops. Parents will have all

Part D: Parental Engagement Activities

information about their child disseminated in their native language (via School Messenger and Department of Education Translation Services). All informational sessions will be held during P.T.A. Meetings, Funded Meetings, School Leadership Meetings, as well as individual parent meetings when necessary.

Assessments to determine student success will include but not be limited to, work samples, Student Work Portfolios, Performance Tasks and NYSESLAT results.

In addition we have written a proposal to provide parents a Saturday Academy Program which will begin pending approval of our Title III Immigrant/Newcomer Plan.

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		
Other		

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.
TOTAL		