



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 143; THE LOUIS ARMSTRONG ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q143

PRINCIPAL: JERRY BRITO

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SUPERINTENDENT: MADELENE CHAN

06-24-2013

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
Jerry Brito	*Principal or Designee	
Martin McKeown	*UFT Chapter Leader or Designee	
Alma Salgado	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Katie Boyajian	Member/ UFT	
Denise Trefon	Member/ UFT	
Jane Kim	Member/UFT	
Angelica Salgado	Member/ Parent	
Sylvia Rodriguez	Member/ Parent	
Yhesenia Canizal	Member/ Parent	
Hector Macias	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

To establish more effective school communication systems between administration and all shareholders so that by June 2013, school leaders will have created a collaborative school community by developing systems and structures for effective communication and transparency with all shareholders which will be reflected in a 0.3 increase in communication on the Learning Environment Survey.

Comprehensive Needs Assessment

- The Learning Environment survey indicates the need for an increase in and more clear communication between all shareholders involved with our students for an increase in their achievement levels.

Instructional Strategies / Activities

- a) Structure the decision making process so that all decisions and discussions originate within the Administrative Cabinet and disseminated to the wider school community.
- b) Implement and use a discussion protocol during instructional coherence period, common planning periods and inquiry to allow for structured conversations around curriculum development and effective practices.
- c) Use Faculty Conferences to disseminate important information concerning the state of the school, curriculum and effective practices and allow for the staff to have input and ask questions.
- d) Inform the SLT about curriculum updates and effective teaching practices.
- e) Development of a school website to update teachers and parents about curriculum instructional practices and effective teaching tools.
- f) Conduct surveys of teachers and parents regarding best practices for communication.
- g) Inform the PTA about the state of the school

TIMELINE

Date	Action
September 2012	Utilize School Messenger System throughout the school year to notify parents and staff members of important meetings etc. Weekly Newsletter to Staff Monthly Parent Newsletter
October 2012	Faculty Conference Academy Conferences Begin the development of an Internal File Server Weekly Newsletter to Staff

	Monthly Parent Newsletter
November 2012	Faculty Conference Academy Conferences Weekly Newsletter to Staff Monthly Parent Newsletter
December 2012	Faculty Conference Academy Conferences Weekly Newsletter to Staff Monthly Parent Newsletter
January 2013	Faculty Conference Academy Conferences Weekly Newsletter to Staff Monthly Parent Newsletter
February 2013	Faculty Conference Academy Conferences Installation of File Server Training for file server Weekly Newsletter to Staff Monthly Parent Newsletter
March 2013	Faculty Conference Academy Conferences File Server fully operational Weekly Newsletter to Staff Monthly Parent Newsletter
April 2013	Faculty Conference Academy Conferences File Server Teacher Workshops Weekly Newsletter to Staff Monthly Parent Newsletter
May 2013	Faculty Conference Academy Conferences File Server Teacher Workshops
June 2013	File server Teacher Workshops Weekly Newsletter to Staff Monthly Parent Newsletter

Strategies to increase parental involvement

- Use of School Messenger service to provide important school information to all stakeholders
- Administration will attend monthly PTA meetings to inform the parents of school current events
- Involvement of the SLT as a decision making body in regards to the allocation of funds in alignment with the school wide goals
- Monthly Newsletters
- Notices home of special events, i.e; Respect for All Week, 100 Day Celebration, etc.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

As a Title I School Wide Program school, conceptual consolidation will allow us to combine Federal and local (New York State) funds such as Fair Student funding (Tax Levy), Title I funds, and human resources to implement this action plan from September 2012 through June 2013 as indicated below:

- Title I Per Session funds will be utilized to train the Guidance Department in the use of the School Messenger attendance function to monitor any and all attendance issues to ensure our students presence in school
- Tax Levy Fair Student Funding will be used to purchase School Messenger Service for the 2012-2013 school year
- Title I funds for the School Leadership Team members stipend

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

Through the Inquiry Process, teacher teams will develop two Common Core Learning Standards (CCLS)-aligned tasks in English Language Arts (ELA) and Math in Kindergarten through 5th grade that focus on informational texts incorporating Social Studies and Science so that by June 2013, 100% of students, including ELLs and SWDs, will engage in a minimum of two rigorous literary and math tasks aligned to the CCLS. Teacher teams engaged in the Inquiry Process will analyze, monitor and revise tasks aligned with benchmark data.

Comprehensive Needs Assessment

- CIEs
- Developing units of study aligned to the CCLS and the Social Studies and Science scope and sequence (we need alignment and cohesion across the grades vertically and horizontally)
- School performance on State English Language Arts and Math assessments and other summative assessments (Acuity, Running Records, etc.)

Instructional strategies/activities

a) Strategies/activities that encompass the needs of identified student subgroups:

Teacher teams will meet two times per week to align units of study with the CCLS and the Social Studies and Science scope and sequence. The teacher teams will also develop tasks in, ELA and/or Math that are aligned with CCLS ensuring the students are exposed to the material necessary to respond to the tasks. Lead teachers will meet once a week with administration as a team to present and discuss the progress of task development and the alignment to the CCLS.

b) key personnel and other resources used to implement these strategies/activities:

- All Staff
- Outside Consultants
- CFN Support
- Administration

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- All teachers participate in weekly Instructional Coherence Meetings to work with facilitators and other personnel to review student work and data gathered from interim assessments.
- Provide periodic opportunities for feedback from teacher teams to monitor productivity of the teams, suggest professional development sessions and review instructional tasks and expectations
- Constituent meetings

d) Timeline for implementation:

Date	Action
September 2012	<ul style="list-style-type: none"> • Review of the Cycle of Inquiry • Phase I: Fostering Data Driven Dialogue based on running records
October 2012	<ul style="list-style-type: none"> • Phase II: Observations • Phase III: Inferences Data Driven Dialogue
November 2012	<ul style="list-style-type: none"> • Common Core Standards • Alignment of Task to CCLS: nouns and verbs protocol • Social Studies and Science Scope and Sequence alignment to the ELA CCLS
December 2012	<ul style="list-style-type: none"> • Understanding by Design Stage I: Determining the unit goals • Developing the Yearly Overview – Curriculum Mapping
January 2013	<ul style="list-style-type: none"> • Understanding by Design Stage II: Developing the task • Developing the Yearly Overview – Curriculum Mapping • Developing a unit of study that is CCLS and Scope and Sequence aligned with a culminating task
February 2013	<ul style="list-style-type: none"> • Implementation of the first ELA task • Developing the Yearly Overview – Curriculum Mapping • Developing a unit of study that is CCLS and Scope and Sequence aligned with a culminating task • Task I Rubric Norming Professional Development

	<ul style="list-style-type: none"> Getting to know your resources – preparing for task II development
March 2013	<ul style="list-style-type: none"> Implementation of the first ELA task Start of Inquiry Cycle II: UBD stage I, II (review task I questions and revise as necessary) and III Looking at student work – analysis of Task I Implement Math Task I
April 2013	<ul style="list-style-type: none"> UBD Stage III continued – developing a CCLS – Scope and Sequence aligned
May 2013	<ul style="list-style-type: none"> Administer ELA Task II Look at student work–analysis of Task II Administer Math Task II
June 2013	<ul style="list-style-type: none"> Continue looking at student work to prepare for September

Strategies to increase parental involvement

- Meet the Administration Day is held early in the school year to inform parents of the school’s academic expectations and to afford parents the opportunity to meet the school administrators and support personnel
- Meet the Teacher Days are held in September to inform parents of grade and classroom academic expectations and goals
- Quarterly PTA – Principal Meetings
- SLT Meetings
- Parent Agendas inform parents of standards, expectations and strategies to support their children’s progress

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including

programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

As a Title I School Wide Program school, conceptual consolidation will allow us to combine Federal and local (New York State) funds such as Fair Student Funding (Tax Levy), Title I funds and human resources to implement this action plan from September 2012 through June 2013 as indicated below:

- Title I for Teacher per session for curriculum writing supporting the Inquiry work
- Title I and TL Fair Student Funding for professional instructional materials to support school goals and professional development

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

- By June 2013, 100% of teachers in Grade K-3 will have incorporated phonics instruction and higher order thinking skills into their literacy blocks that moves 75% of the students at least two reading levels across all grades.

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.

- School performance on state ELA and Math assessments and other summative assessments (Acuity, RR, etc.)
- Developing a phonics program aligned to the CCLS to support reading fluency and comprehension across the grades (we need alignment and cohesion across the grades vertically and horizontally)

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,
 - Explicit instruction with hands on activities that offer multiple entry points to students in all subgroups
 - Foundations or Wilson instruction through RTI service providers
 - b) key personnel and other resources used to implement the strategies/activities,
 - All instructional staff
 - Administration
 - outside consultants
 - CFN 410
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - PD in the implementation of the Words Their Way assessment
 - CFN 410 support for RTI service providers implementing Wilson or Foundations in analyzing data
 - Utilization of Inquiry time for RTI service providers to analyze student data
 - d) timeline for implementation

Date	Action
September 2012	<ul style="list-style-type: none"> • Evaluate the need for a phonics program
October 2012	<ul style="list-style-type: none"> • Grades K-3 participated in an overview of the developmental stages of children and phonics • Review the components of Words Their Way and the assessment #1 (Benchmark assessment)
November 2012	<ul style="list-style-type: none"> • Words Their Way professional development #2 for teachers of grades K-3
December 2012	<ul style="list-style-type: none"> • Words Their Way materials distributed to teachers of grades K-3 • Analysis of class composite based on the item analysis inventory (benchmark)
January 2013	<ul style="list-style-type: none"> • Teachers of grades K-3 begin the implementation of Words Their Way • Learning Round I with outside consultant in grades one and two
February 2013	<ul style="list-style-type: none"> • Continue with Professional Development of teachers in grades K-3 – Class composite looking at student data to develop differentiated groups/instruction
March 2013	<ul style="list-style-type: none"> • Learning Round II for grades K and 3
April 2013	<ul style="list-style-type: none"> • Continue implementation of Words Their Way for grades K-3
May 2013	<ul style="list-style-type: none"> • Continue implementation of Words Their Way for grades K-3 • Administer final spelling inventory and analyze class composite • Review and analyze running records
June 2013	<ul style="list-style-type: none"> • Continue implementation of Words Their Way for grades K-3 • Review and analyze running records

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.

- Meet the Administration Day is held early in the school year to inform parents of the school's academic expectations and to afford parents the opportunity to meet the school administrators and support personnel
- Meet the Teacher Days are held in September to inform parents of grade and classroom academic expectations and goals
- Quarterly PTA – Principal Meetings
- SLT Meetings
- Parent Agendas inform parents of standards, expectations, and strategies to support their children's progress

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). As a Title I School Wide Program school, conceptual consolidation will allow us to combine Federal and local (New York State) funds such as Fair Student funding (Tax Levy), Title I funds, and human resources to implement this action plan from September 2012 through June 2013 as indicated below:

- Title I funds for Teacher Per Session for After School and Saturday Programs
- Title I funds for professional instructional materials to support school goals and professional development
- Title I funds for Supervisor Per Session for After School and Saturday Programs
- Title I SWP funds for outside professional consultant
- Title I and TL Fair Student Funding for professional instructional materials to support school goals and professional development
- Title III for Saturday Academy for English Language Learners.

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

By June 2013, all teachers will have received ongoing feedback from administrators and participate in learning rounds in order to provide feedback to their peers which will have a direct impact on the improvement of their instruction in order to boost student achievement.

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.

- School performance on state ELA and Math assessments and other summative assessments (Acuity, RR, etc)
- Citywide Instructional Expectations

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:
 - Formal and Informal observations throughout the school year by administrators followed by post observations or conversations with feedback
 - Learning Rounds that conclude with a forum for peer feedback
 - Weekly Lead Inquiry meetings
 - Weekly Instructional Coherence periods across the grades
 - Weekly common preps across the grades
 - b) key personnel and other resources used to implement these strategies/activities:
 - All instructional staff
 - Administration
 - Outside Consultants
 - CFN 410

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
- Learning Rounds that conclude with a forum for peer feedback
 - Weekly Lead Inquiry meetings
 - Weekly Instructional Coherence periods across the grades
 - Weekly common preps across the grades
- d) timeline for implementation:

Date	Action
September	
October	Establish a norm for observations Learning Walkthrough with Teacher Effectiveness Intensive Lead Inquiry Meeting
November	Lead Inquiry Meeting Unrated Classroom Observations
December	Lead Inquiry Meeting Unrated Classroom Observations Formal Classroom Observations
January	Instructional Round: Kindergarten and First Grade with Consultant Lead Inquiry Meeting Formal Classroom Observations Informal Classroom observations
February	Lead Inquiry Meeting Informal Classroom Observations Formal Observations
March	Lead Inquiry Meeting Formal Observations
April	Lead Inquiry Meeting Informal Observations
May	Lead Inquiry Meeting Informal Observations
June	Lead Inquiry Meeting

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.
 - Meet the Administration Day is held early in the school year to inform parents of the school's academic expectations and to afford

parents the opportunity to meet the school administrators and support personnel

- Meet the Teacher Days are held in September to inform parents of grade and classroom academic expectations and goals
- Quarterly PTA – Principal Meetings
- SLT Meetings
- Parent Agendas inform parents of standards, expectations, and strategies to support their children’s progress

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 Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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

As a Title I School Wide Program school, conceptual consolidation will allow us to combine Federal and local (New York State) funds such as Fair Student funding (Tax Levy), Title I funds, and human resources to implement this action plan from September 2012 through June 2013 as indicated below:

- These funds are being used for professional dev elopement, per session and professional materials.

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

By June 2013, the number of students including students with disabilities and English Language Learners scoring at the proficient level on the ELA exam will increase from 40.8% to at least 46%.

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.

- School performance on state ELA and Math assessments and other summative assessments (Acuity, RR, etc.)
- Citywide Instructional Expectations

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:
 - Morning Program
 - After School Program
 - Saturday Academy
 - Peer Tutoring
 - Academic Intervention Services
 - b) key personnel and other resources used to implement these strategies/activities:
 - All instructional staff
 - Peer Tutors
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
 - Hold weekly Lead Inquiry Meetings
 - Weekly Instructional Coherence periods for all grades
 - Scheduled weekly common planning period for all classroom teachers, clusters, Special Education department

d) timeline for implementation.

Date	Action
September	Evaluate school wide instructional needs
October	
November	Words Their Way professional development for teachers of grades K-3
December	Words Their Way materials distributed to teachers of grades K-3 Analysis of class composite based on the item analysis inventory (benchmark
January	Begin After School P Teachers of grades K-3 begin the implementation of Words Their Way Learning Round I with outside consultant in grades one and two After School Program, Morning Program and Saturday Academy
February	Concept Leaders begin (peer tutoring) Continue with Professional Development of teachers in grades K-3 – Class composite looking at student data to develop differentiated groups/instruction
March	Learning Round II for grades Kindergarten and Third
April	Continue implementation of Words Their Way for grades K-3
May	Continue implementation of Words Their Way for grades K-3 Administer final spelling inventory and analyze class composite Review and analyze running records
June	Continue implementation of Words Their Way for grades K-3 Review and analyze running records

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.
- Meet the Administration Day is held early in the school year to inform parents of the school’s academic expectations and to afford

parents the opportunity to meet the school administrators and support personnel

- Meet the Teacher Days are held in September to inform parents of grade and classroom academic expectations and goals
- Quarterly PTA – Principal Meetings
- SLT Meetings
- Parent Agendas inform parents of standards, expectations, and strategies to support their children’s progress

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

As a Title I School Wide Program school, conceptual consolidation will allow us to combine Federal and local (New York State) funds such as Fair Student funding (Tax Levy), Title I funds and human resources to implement this action plan from September 2012 through June 2013 as indicated below:

- These funds are being used for professional dev elopement, per session and professional materials.

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	<ul style="list-style-type: none"> • Wilson • Foundations • Imagine Learning • Fluency • Site words • Great Leaps 	<ul style="list-style-type: none"> • Small group • One-to-one • Peer Tutoring 	<ul style="list-style-type: none"> • During the school day • Extended Day • After School Program • Morning Program • Saturday Academy
Mathematics	<ul style="list-style-type: none"> • Aha Math (Learning.com) • Destination Math • Number Sense • Math games • Great Leaps • Math Facts 	<ul style="list-style-type: none"> • Small group • One-to-one • Peer Tutoring 	<ul style="list-style-type: none"> • During the school day • Extended Day • After School Program • Morning Program • Saturday Academy
Science	<ul style="list-style-type: none"> • Aha Science (Learning.com) 	<ul style="list-style-type: none"> • Small group • One-to-one 	<ul style="list-style-type: none"> • During the school day • Extended Day • After School Program • Morning Program • Saturday Academy
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Speech • Occupational Therapy • SETSS • Counseling 	<ul style="list-style-type: none"> • Small group • One-on-one 	<ul style="list-style-type: none"> • During the school day

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 an effort to recruit the best teachers, we have made connections with a number of local universities. In turn, they recommend candidates that have completed a degree program or are anticipating the completion of a degree program. In addition, we receive a number of résumés via mail and e-mail. These résumés go through an initial screening based on the specific license area in need. In order to ensure that teachers are highly qualified teachers, we only accept those resumes that fit the specific license area in need and those candidates that possess the proper certification and qualifying credentials.

Once we have a pool of applicants, all candidates go through a rigorous selection and interview process. Potential hires are brought in for an initial interview with a hiring committee that consists of, at minimum, two (2) Assistant Principals. The Assistant Principals who serve on the initial interview committee, possess an expertise and/or experience in teaching or supervising the specific certification area being sought.

After the initial interview process, those candidates who advance are invited to the school to conduct a demonstration lesson. They are asked to prepare for a literacy based lesson and are matched with the potential grade(s) they will be servicing (should they be hired).

Finally, the candidate participates in a final interview with our hiring committee that consists of, at minimum, two (2) Assistant Principals. We discuss our professional expectations for any of our potential staff members and ask that we be provided with at least three (3) references that we may contact. Upon verifying the candidates prior work experience and professional conduct, we officially offer the candidate the position.

In order to retain current members of our school community, who are considered Highly Qualified, we offer ongoing professional opportunities for growth and development.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

I. General Expectations

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child and the carrying out of other activities.

**II. Description of How School Will Implement Required Parental Involvement Policy
Components**

- Parent Workshops
- ESL Lessons
- Family Literacy Programs
- Saturday classes
- Test preparation
- Parenting skills
- Health issues
- Building reading skills
- Parent-Teacher Conferences
- ELL parent orientation meetings
- Extracurricular activities for students and parents are offered on an ongoing basis

- Parent Coordinator works closely with parents and helps them understand school policies
- The Administration works closely with parents and offers a variety of activities that foster parent participation in the school
- Keep parents informed of all school activities
- Maintain records of attendance of all meetings, parent-teacher conferences and workshops for parents
- Evaluate the effectiveness of parent workshops given by the Parent Coordinator
- Translate all documents into parents' home language
- Encourage staff to participate in school activities held after school

P.S. 143Q provides the following necessary technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Workshops for the purpose of explaining the NYS Assessment process
- Computer workshops
- Surveys that measure parent satisfaction with translations and programs
- Provide orientation workshops on health issues that allow parents to communicate with the school nurse and discuss the needs of their children
- The Parent Coordinator provides translations for parents on a daily basis
- The Parent Coordinator provides English lessons for parents
- All staff members provide a welcoming environment for parents in an effort to maintain a positive relationship with the school community
- Afterschool Homework help for students and parents offered by the Parent Coordinator
- Literacy and Mathematics Workshops conducted by the Parent Coordinator

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

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

School Responsibilities

P.S. 143Q will:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic achievement standards by providing staff development to all staff and by hiring highly-qualified teachers.
- 2) Hold Parent-Teacher Conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in the fall of 2012 and spring of 2013.
- 3) Provide parents with frequent reports on their children's progress. Specifically, the school provides reports as follows: Report Cards are distributed to parents in November, March and June.
- 4) Provide parents reasonable access to staff. Specifically, staff is available for consultation with parents as follows: Meet the Teacher and Meet the Administration Day yearly during the fall semester, Parent-Teacher Conferences in the fall and spring and parent conferences during teacher preparation periods.
- 5) Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows: Open School Week and Meet the Teacher.
- 6) Involve parents in the planning, review and improvement of the school's parental involvement policy in an organized, ongoing and timely manner through the School Leadership Team.
- 7) Involve parents in the joint development of any School Wide Program plan (for SWP schools) in an organized, ongoing and timely manner.
- 8) Provide information to parents of participating students in a comprehensible and uniform format, including alternative formats upon the request of parents with disabilities and, to the extent practicable, in a language that parents can understand.
- 9) Provide parents with a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to meet.
- 10) At the request of parents, provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions.
- 11) Provide to each parent an individual student report about the performance of their child on the State Assessments.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed
- Monitoring amount of television their children watch
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices received by my child or by mail and responding, as appropriate

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Complete our homework every day and ask for help when needed
- Read at least 30 minutes every day outside of school time
- Immediately give all notices and information received from the school to our parents/guardians
- Obey school policy
- Wear our school uniform on a daily basis
- Follow the discipline code

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 Chris Groll/Altagracia Santana	District 24	Borough Queens	School Number 143
School Name Louis Armstrong School			

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

Principal Sheila Gorski	Assistant Principal Adis Rodriguez
Coach Maria Frias/Testing Co.	Coach Alma Delucia/ Data Manager
ESL Teacher Yvette Rodriguez/Bilingual Co.	Guidance Counselor type here
Teacher/Subject Area Jorge Silva/ Social Studies	Parent N/A
Teacher/Subject Area Jane Kim/ ESL	Parent Coordinator N/A
Related Service Provider N/A	Other Rebecca Heyward/ Educ. Adm.
Network Leader Altagracia Santana	Other Clara Manzano/IEP Teacher

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	18	Number of certified bilingual teachers	10	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	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	13		

D. School Demographics

Total number of students in school	1668	Total Number of ELLs	541	ELLs as share of total student population (%)	32.43%
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Part II: ELL Identification Process

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

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

1) Our Registration Team consists of: Mrs. S. Gorski, Principal; Mrs. Adis Rodriguez, Assistant Principal/Registration Team Leader; Mr. Petrocelli, Assistant Principal/Registration Team Leader; Mr. Paingankar, Assistant Principal; Mr. Berger, Assistant Principal; Therese Reyes, Pupil Accounting Secretary; Cori Knupfer, School Secretary; Clara Manzano, IEP Teacher; Maria Frias, Testing Coordinator; Ellis Otiniano, Intervention/AIS Specialist, Evelyn Roldan, Parent Coordinator; Yvette Rodriguez, Bilingual Coordinator; RosaLaura Anton, AIS Reading Teacher and Alma DeLucia, Data Manager. The team assists with the intake process of our newly admitted students. The Bilingual Coordinator, the IEP teacher, the Intervention specialist and the AIS Reading teacher administer the Home Language Identification Survey (HLIS) and an informal oral interview in English is also given to the newly enrolled student. Those students that are identified as ELLs according to the HLIS form indicating a home language other than English are assessed by using the LAB-R exam. If a student is a Spanish speaker and did not pass the English LAB-R, the student will also take the Spanish LAB-R. Students are placed within ten days of enrollment in the appropriate program. Parents may opt out of the Transitional Bilingual Education Program but may not opt out of ESL instruction. Students who are identified as English Language Learners according to the RLER report will take the New York State English as a Second Language Achievement Test (NYSESLAT) every April until they score at the proficient level. The RLER report is used to determine LAB-R and NYSESLAT eligibility. Students that are placed at the P.S. 143 Annex are registered in the main building and the same procedure is followed.

2) A Parent Orientation is provided during the month of October. Additional ongoing orientation sessions are held throughout the year for all parents of students in K-5. All program placement options are presented to the parents. The meeting focuses on familiarizing the parents with the New York City School system and explaining ELL program options. The parent orientation video is available in various languages, this video provides parents of newly enrolled ELLs in the New York City school system with information about their right to choose educational options for their child. Parents are provided with brochures, available in various languages, that explain the three program models: Transitional Bilingual Education Programs, English as A Second Language Programs and Dual Language Programs.

Additionally, parents are provided with an explanation of the State and City Standards, the core curriculum, assessments, student expectations, general educational program requirements and school policies.

3) Entitlement letters are distributed to all ELL students. Copies of these letters are made and are kept on file in the "Data Room" (Room 311). Students scoring at the proficient level in the NYSESLAT will receive a non-entitlement letter while those students who did not score at the proficient level will receive a Continued Entitlement Letter. Parent Choice Surveys/Program Selection forms are returned during Parent Orientation. The NYSESLAT is given during the spring to all eligible ELL students identified through the LAB-R and HLIS form.

4) Once the identification of ELL students is determined by the results of the LAB-R assessment, parents are invited to an orientation meeting where ELL program options are explained. When placing students into ELL programs, we take into consideration parent

requests, as indicated on survey forms, student interviews and LAB-R results. All communication with parents is provided in parents' native language and in English. After consultation with all staff involved, grade supervisors place the student in the appropriate setting.

5) A significant majority of ELL parents this year have requested an English As Second Language Program which is designed to develop skills in listening, speaking, reading and writing in the target language. The Dual Language Program offered in grades K-4 has been requested by many parents in our school community.

6) Program models offered in our school are aligned with parent requests. The majority of our parents request a freestanding ESL program. Due to parent requests, Dual Language classes are available in grades K- 4. The Dual Language Program has been expanded from previous years due to overwhelming request by parents as well.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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 <input type="checkbox"/>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2	2	2	2	2									10
Freestanding ESL														
Self-Contained	0	4	1	2	3	3								13
Push-In	4	2	6	4	2	2								20
Total	6	8	9	8	7	5	0	0	0	0	0	0	0	43

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	541	Newcomers (ELLs receiving service 0-3 years)	391	Special Education	58
SIFE	0	ELLs receiving service 4-6 years	150	Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	39			20						59
ESL	352		33	130		25				482
Total	391	0	33	150	0	25	0	0	0	541

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	15	35	18	29	8	38	10	35	7	39									58	176
Chinese	0								1			0							1	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	15	35	18	29	8	38	10	35	8	39	0	0	0	0	0	0	0	0	59	176

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 236

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 1

Asian: 1

Hispanic/Latino: 178

Native American:

White (Non-Hispanic/Latino):

Other: 1

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	89	108	47	94	94	74							
Chinese	9	7	2	6	6	1								31
Russian														0
Bengali														0
Urdu														0
Arabic	2			1	1									4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	100	115	49	100	101	76	0	541						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1a) The organizational models available to ELLs include push-in classes (co-teaching), Dual Language (DL) and Free Standing ESL for ELLs in classes with English Proficient (EP) students.

1b) The program model varies according to the specific ELL program. Spanish speaking newcomers who are at the beginner and intermediate level according to their LAB-R and/or NYSESLAT scores, form self-contained ESL classes. DL classes consist mainly of Spanish speaking students with a strong foundation in their native language who scored at an advanced level on the NYSESLAT or LAB-R. Students in freestanding ESL classes are heterogeneously grouped according to their LAB-R and NYSESLAT scores. All qualified teachers use ESL methodology throughout the content areas to build academic language.

2a) Students in Freestanding ESL, push-in ESL and DL classes who scored at the beginning and intermediate levels on the NYSESLAT receive the required 360 minutes per week of ESL instruction from the classroom teacher. Dual language students receive 360 minutes of Spanish language instruction on alternate days. Students in ESL or ELL classes who scored at the advanced level on the NYSESLAT receive the required 180 minutes per week of ESL instruction from the classroom teacher or a push-in ESL teacher, along with the 180 minutes per week of ELA instruction from the classroom teacher. Students in the freestanding ESL and push-in ESL program who scored at the advanced level on the NYSESLAT receive the required 180 minutes per week of ESL instruction from the classroom teacher. ESL providers complete congruence sheets on a weekly basis to ensure the mandated number of instructional minutes are delivered.

3) Content area instruction is delivered in compliance with the legislative mandates and directives for each ELL program as described in CR Part 154. Dual Language students received content area instruction where the teacher utilizes the workshop model in both English and Spanish. Kindergarten students in Dual Language receive one 45-minute period each week of science and social studies as do students in first, second, third and fourth grades. The Instructional language varies based on the side by side model of English and Spanish on alternating days. Math and literacy instruction in Dual Language classes likewise varies with alternating patterns of English and Spanish

A. Programming and Scheduling Information

where students are instructed also using the workshop model with the Teachers College Reading / Writing Project, components of Balanced Literacy, and Everyday Math. Students receive ten 45-minute periods of literacy per week and ten 45-minute periods per week of math. Cluster teachers instruct students who receive one 45-minute period each week of Science and one 45-minute period each week of Social Studies. Also, students receive one period of Science and of Social Studies each week taught by the classroom teacher using the side

by side method. The methods used within the Dual Language classes are based upon studies of Dr. Lily Wong-Fillmore (deconstruction and reconstruction of subject matter) as well as Curriculum Mapping. Science and Social Studies instructional time allocation each week conforms to CR Part 154 requirements. Students in the English As A Second Language classes receive the same number of minutes per week of these content area instruction. Math and ELA instructional time allocation in ESL classes is 45-minute periods per day within the workshop

model TCRWP, Balanced Literacy and Everyday Math.

4) ELLs are appropriately evaluated in their native language through the use of the Spanish LAB-R when entering the New York city school system. EL SOL is used in Dual language classes in grades K-3 and the Evaluación del Desarrollo de la Lectura 2 (EDL 2) is used in classes with native language.

5a) Currently, we have no SIFE students. However, the following programs and interventions are available should any SIFE students be enrolled throughout the school year: morning programs, extended day, after school programs, Saturday programs and AIS programs. In addition, teachers would implement other strategies to help these students move forward such as establishing partnerships in the classrooms. Flexible and differentiated groupings could be established to meet these students' needs. ESL and AIS teachers could push-in to provide

additional support for these students. At-risk counseling would be provided by our Guidance Counselor, Intervention Specialists and Parent Coordinator.

5b) Newcomers with less than three years in a U.S. school are generally placed in a push-in ESL program or a self-contained ESL class at the parent's request. A Saturday Academy for ELLs is offered for newcomers. Instructional software such as Imagine Learning English is available for all students and has proven to be effective at all levels of English Language acquisition. In addition, all remedial ELA and Math Before and After School Programs are offered to all students including newcomer ELLs and especially those who will be ELA tested after one year. In Grade 3, students utilize the supplemental iZONE personalized learning system delivered through the Pearson Success Maker curriculum and our Grade 5 students utilize the full time iZONE personalized learning system delivered through Time to Know (T2K) curriculum. Newcomers have access in their classrooms to books in their native language, they also use glossaries, word to word dictionaries, translated computer software, picture dictionaries and multicultural texts. They are further supported through partnerships and a "buddy system."

5c) AIS services including remedial reading programs such as Wilson Reading System, Imagine Learning English, Awards, and Rosetta Stone are provided for ELLs who have been receiving services for four to six years. In addition, these students are invited and encouraged to attend all remedial ELA and Math Before and After School Programs as well as Saturday Academy programs.

5d) Currently, we have no long term ELLs (over six years). However, if any were to arrive during the school year, we have AIS teachers in place to provide intensive remedial support using a variety of programs. In addition, these students would be invited and encouraged to attend all remedial ELA and Math before and after school programs as well as Saturday Academy programs.

6) Teachers of ELL-SWDs differentiate instruction for students based on their individual needs. Specific strategies used by teachers include careful scaffolding of lessons, repeated small group demonstration, total physical response (TPR), sketching, and personal word walls in their folders. Materials that teachers use include leveled book libraries, guided reading book sets, and math manipulatives. These strategies and materials provide ELL-SWD students with the necessary individual, visual, and tactile experiences that they need to accelerate English language development.

7) The school uses curricular, instructional, and scheduling flexibility to provide ELL-SWDs with the related services they require according to their IEPs. These related services include speech, physical therapy, occupational therapy, hearing services, counseling, and SETSS. Depending on the individual needs of each student, service providers can push-in to provide support for students within their

A. Programming and Scheduling Information

classroom environment. Mandated services can also be provided at opportune times so that there is minimal disruption to the academic program.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8.) P.S.143 offers numerous interventions programs to our ELL population including those students classified within subgroups of newcomers, long term ELLs and SWDs. For literacy intervention to improve reading , writing skills and strategies in math we offer Wilson Reading System , Fountas and Pinell Benchmark Assessment System, Imagine Learning in English, Smartboard Notebook software, Raz-Kids, Leap Frog School House, iRead, Great Leap Reading, Rosetta Stone in English, Spanish or Chinese, Study Island, Rewards, Renzulli Learning, Aha! Math, Aha! Science, Awards, and Words Their Way. To help our ELL students to become proficient in English, we have implemented the following programs during the school day, extended day, and Saturday Academy. Science intervention programs include Aha! Science, Study Island, Rand McNally classroom resource, Smartboard Notebook software, Renzulli Learning and Curriculum Mapping resources. Social Studies intervention programs include, Renzulli Learning, Study Island, Rand McNally classroom resources and Curriculum Mapping resource support. ELL students are also receiving personalized intervention programs such as Pearson Success Maker and Time to Know in Reading and Math. All intervention programs are offered in English.

9) Former ELLs in our school receive continued support for two years after they achieve proficiency on the NYSESLAT. These students are invited to attend all intervention programs before and after school that will enhance their academic and language skills. These students are mandated participants in our Extended Day program that provides tutorial support by AIS providers, ESL providers and classroom teachers. Former ELLs receive testing accommodations for two consecutive years after becoming proficient in the NYSESLAT.

10) Thus far, the programs in place at P.S.143Q have proven success in improving students' academic skills and language development. To further achievement, we will be analyzing the results of the NYSESLAT to enhance the instruction provided to our ELL population. In addition, we will be implementing Aha! Math, Aha! Science, and Imagine Learning English for comprehension.

11) At this time, no programs serving our ELL population will be discontinued. NYSESLAT and in-house diagnostic tests will be reviewed to determine the needs of ELL students and the continuation and revision of programs.

12) All school programs offered to our non-ELL student population are offered to our ELL student population. These include before and after school remedial programs, Title III supplemental programs and enrichment programs such as Art, Music, Dance, participation in our Dance Festival, Theatre Works Performances and ballroom dancing.

13) To provide support and strengthen instruction for our ELL population, we have implemented the following programs: Morning program focusing on reading and language acquisition, extended day programs focusing on language development acquisition through literacy, Saturday program focusing on math and language development. Additional support is provided by push in ESL, and AIS teachers. The 37.5 minute period is also available to our ELL students. The following technology programs are utilized: Imagine Learning English, Pearson Success Maker, Time to Know, Rosetta Stone, Destination Math, Dual Language Libraries and Curriculum Mapping in Science and Social Studies.

14) Our Dual Language classes will serve both language minority and language majority students in the same classrooms. Fifty percent of the students will come from each language group. Students will be instructed in both languages according to the side by side model

alternating days of instruction in the targeted language from the beginning of the school year. The goal of this program is for students to achieve mastery of all subject areas in both language (Spanish and English). Native language support may be given in Free Standing ESL programs in a variety of ways. Native language libraries and textbooks are available for ELLs who require their support. Technology based programs such as Imagine Learning English and Rosetta Stone also offer native language support. In addition, classroom and support teachers may give native language support to individual students on a case by case basis.

15) All required support services and resources for ELL are determined according to the individual students' grade and ability as indicated by their NYSESLAT results. AIS providers also support students according to their individual needs. Student peers provide assistance to students who speak the same language when possible.

16) Parents of newcomers are invited to the Jump Start Program before the beginning of the school year. The goal of this program is for parents of newly enrolled ELLs and the students themselves to become familiar with the program options and the staff members. Students are invited to summer enrichment for ELLs to enhance language acquisition.

17) N/A

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

1) EPs and ELLs will receive the same amount of instructional time in the target language based on the side-by-side model of instruction of the Dual Language classes. This model consists of fifty percent of Spanish instruction and fifty percent of English instruction.

2) EPs and ELLs are integrated throughout the entire school day and year. All content areas are integrated within the daily instructional program so that EPs and ELLs are acquiring both languages simultaneously.

3) In the side-by-side model, two groups of students receive instruction from two teachers, a Bilingual (Spanish) teacher and a Common Branch teacher. Each class alternates teachers who use a specific language of instruction for the entire school day. For example, group A will receive instruction in English from the English language teachers in his/her classroom while group B will receive instruction in Spanish from the Spanish language teacher in his/her room. The next day, group A and B will switch. Through this model, each group alternates English and Spanish days. All content areas are taught in both languages on alternate days.

4) The side-by-side Dual Language model is being used in our school.

5) In the Dual Language program, both languages are taught simultaneously to each class.

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) Professional development is an ongoing endeavor for all ELL personnel and is provided throughout the school year by district officials, Principal, Assistant Principals and Coaches. ELL teachers attend professional development provided by the OLL, NYS Spanish BETAC, at Hunter College as well as in-house during Faculty Conferences and Grade Conferences. Teachers also attend a weekly Instructional Coherence period to collaborate in creating rigorous, assessment-based tasks which are aligned to the Common Core Learning Standards. In addition, teachers participate in instructional conversations about the City-wide Instructional Expectations and develop strategies to allow all students access to the curriculum, including our ELLs. For all Professional Development sessions, agendas and sign in sheets are kept in a file. The main focus is ESL instruction in the use of Academic Language and to differentiate instruction. Following is a list of all Professional Development for the school year 2011-2012:

Tuesday, September 6, 2011	Citywide Expectations - All Staff Members PS 143Q
Wednesday, September 7, 2011	Common Core Standards / Shifts & Initiatives - All Staff Member PS 143Q
	Fountas & Pinnell Benchmar Assessment Program - New Teachers and Teachers New to Grade Curriculum and Workshop Model - New Teachers PS 143Q
	Common Core Tasks and Considerations - All Staff Members PS 143Q
	Growing Opportunities for Enrichment through Enjoyment, Engagement and Enthusiasm - All Staff Members PS 143Q
	Accommodations & Differentiation Booklet - All Staff Members PS 143Q
	Town Hall - All Staff Members PS 143Q
	NYC Dept. Of Education Expectations & Danielsons Framework for Teaching Competency - All Staff Members PS 143Q
	Depth Of Knowledge - All Staff Members PS 143Q
	Connecting the Common Core State Standards to Academic Language - All Staff Members PS 143Q
Tuesday, September 27, 2011	ELL Curriculum Mapping Team Meeting ELL Team, Administration & Coaches PS 143Q
Monday, October 3, 2011	Three Elements to Ensure Success with our Students All Staff Members PS 143Q
Tuesday, October 4, 2011	Open House – “Juicy Sentences” – Mrs. Bonnenfant All Available Staff Members PS143
Wednesday, October 5, 2011	Neufeld Math Training - Mr. Wukovits
Thursday, October 13, 2011	Open House “Juicy Sentences” – Ms. Murphy All Available Staff Members PS 143Q
Friday, October 14, 2011	Phase 1: New Grant Participants Ms. Thoma Hunter College
Wednesday, October 19, 2011	Strengthening Student Work Through Strengthening Teacher Practice (Dr. Lily Wong-Fillmore) Coaches, Administration, ELL Curriculum Mapping Team, CFN & CFN Schools PS 143Q
Wednesday, October 19, 2011	S. Turso/H. Florkowski
Friday, October 21, 2011	Open House- “Juicy Sentences” –Ms. Bonnenfant All available staff P.S. 143Q
Friday, October 21, 2011	Open House – Destination Math Grade 2 – Mrs. Cook All Available Staf PS 143
Wednesday, October 26, 2011	NYSSA Training Amy Rivituso
Thursday, October 27, 2011	AUSSIE Training Jennifer Rodriguez
Thursday, November 3, 2011	Student Discipline Code All Staff Members PS 143Q
Thursday, November 3, 2011	Open House- “Juicy Sentences” – Mrs. Bonnenfant All Available Staff PS 143Q
Thursday, November 3, 2011	Open House- “Juicy Sentences” – Mrs. Rosenthal All Available Staff PS 143Q
Thursday, November 3, 2011	Amy Rivituso Kelly Osso St. Francis College
Friday, November 4, 2011	Phase 1: New Grant Participants Ms. Thoma Hunter College
Friday, November 4, 2011	Special Education Department Professional Development with David Berkowitz All Special Education Staff Members PS 143Q
Tuesday, November 8, 2011	Depth of Knowledge All Staff Members PS143Q
	Questioning & Discussion Techniques All Staff Members PS143Q
	Fountas & Pinnell Benchmark Assessment System All Staff Members PS143Q
	Implementing Juicy Sentences All Staff Members

	Item Analysis	All Staff Members	PS143Q	
	Confratute Part Two	All Staff Teachers	PS 143Q	
Friday, November 18, 2011	Phase II: Lead Math Teachers	Mrs. Pirreca	Hunter College	
	“Excel Basic” Open House	All Available Staff Members	PS143Q	
Friday, December 2, 2011	Phase II: Lead Math Teachers	Mrs. Pirreca	Hunter College	
Friday, December 2, 2011 College	Preparing to Teach Math K-12 to ELL & Special Needs Student	Mrs. Kim		Hunter
Monday, December 5, 2011	Curriculum Mapping- Language Acquisition Rubrics	All Staff Members	PS143Q	
	Analyzing Student Work/Rubric/Portfolios			
	City Mandates for ELLs and Students with Disabilities			
Friday, December 16, 2011	Phase 1: New Grant Participants	Ms. Thoma	Hunter College	
Friday, January 6, 2012	Preparing to Teach Math K-12 to ELL & Special Needs Student	Mrs. Kim	Hunter College	
Friday, February 3, 2012	Phase 1: New Grant Participants	Ms. Thoma	Hunter College	
Friday, February 10, 2012 College	Preparing to Teach Math K-12 to ELL & Special Needs Students	Mrs. Kim		Hunter
Friday, March 16, 2012	Phase 1: New Grant Participants	Ms. Thoma	Hunter College	
Friday, March 23, 2012 College	Preparing to Teach Math K-12 to ELL & Special Needs Students	Mrs. Kim		Hunter
Friday, May 11, 2012	Phase 1: New Grant Participants	Ms. Thoma	Hunter College	
Friday, May 11, 2012 College	Preparing to Teach Math K-12 to ELL & Special Needs Students	Mrs. Kim		Hunter

In addition as part of our Professional Development plan for all teachers we have secured six half days sessions to provide additional Professional Development in aligning our curriculum to the Common Core Standards. These half days sessions will be held on following dates: Friday, December 2, 2011, Friday, December 23, 2011, Friday, January 13, 2012, Friday, February 17, 2012, Friday, March 23, 2012, Friday, April 27, 2012.

2) Our guidance department provides orientation for our ELLs who are being promoted to middle school. Depending on the needs of individual students, guidance personnel will provide private counseling to students being promoted to middle school. Our Bilingual Guidance Counselors conduct parent outreach throughout the school year to aid families with this transition. The Parent Coordinator also gives workshops on school choices available to children.

3) All staff members receive a minimum of 7.5 hours of professional development that address the needs of our ELL population (Please see calendar above). Our Professional Development Plan for all teachers also includes six half-day sessions to provide additional professional development in aligning our curriculum to the Common Core Standards. In addition, teachers participate in weekly Instructional Coherence periods as well as perprofessional development sessions with a focus on giving ELLs access to New York State and the Common Core Learning Standards. We offer "Open Houses" and professional development sessions on "Juicy Sentences" which focus on the deconstruction and reconstruction of academic language and vocabulary. Every Thursday afternoon staff members meet together with their teacher Inquiry Teams to analyze data and develop research based strategies to implement with our student population, including our ELLs. Professional Development agendas and literature are submitted to the supervisors and are kept in a Professional Development binder.

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

1) Parent involvement is crucial for English Language Learners to achieve proficiency in the English Language. All information and notifications are provided to parents in their home language. Accommodations for other students who speak other languages are made available as needed. Workshops are offered to provide parents with assistance to ensure their child's social and academic success. The Parent Coordinator offers a variety of workshops. These workshops provide parents with an overview of the ELA, Math, NYSESLAT and Science Test. During the workshops, parents learn how to help their children prepare for these tests and gain an understanding of the purpose of these tests. English As A Second Language workshops are also offered in which parents are given the opportunity to learn how to read, write and speak the English language. A Homework Club is also offered five days a week and parents are instructed on how to help their children with their school assignments. Every month parents are able to attend four workshops on different topics related to their child's education. The school's nurse offers a variety of workshops on how to care for children with asthma. She also provides instruction on proper children's hygiene. Family nights will take place throughout the school year. The school works closely with parents and offers a variety of activities that foster parent participation. We also provide parents with an opportunity to meet the administration of the school which includes the Principal, Assistant Principals, Guidance Counselors, Coaches and Coordinators.

2) The Parent Coordinator acts as a liaison to community-based organizations servicing the parents of P.S. 143 including parents of current and former ELLs. The Parent Coordinator provides the Family Literacy Program to strengthen parents abilities to support their children as they experience the school's curriculum in their own learning. The school nurse coordinates workshops addressing health issues of students such as dental hygiene, flu prevention, asthma, eye care and other issues.

3) Parental needs are reviewed and evaluated by means of a parent survey given by the Parent Coordinator. Issues, needs and concerns are then communicated to the school administration who will take these into consideration when planning future schoolwide events and activities. The School Leadership Team includes parent representatives that communicate issues and concerns with school staff on an ongoing basis.

4) Parental involvement activities are derived from the results of parent surveys. The activities are closely designed to align with the needs expressed in the parent survey. For example, the Parent Coordinator sponsors a Homework Club to teach the parents how to assist the children with homework.

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)	41	79	28	11	7	5								171
Intermediate(I)		47	35	27	20	13								142
Advanced (A)		5	38	26	62	42								173
Total	41	131	101	64	89	60	0	0	0	0	0	0	0	486

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	3	2	1	0	5							
	I	29	6	2	1	3	6							
	A	55	52	22	35	14	25							
	P	48	65	48	73	80	39							
READING/ WRITING	B	70	27	11	7	5	10							
	I	46	36	27	20	13	20							
	A	5	30	26	60	41	31							
	P	6	33	10	23	38	14							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	30	54	23	0	107
4	8	56	26	0	90
5	24	34	6	0	64
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	10		73		29		1		113
4	10		35		44		7		96
5	19		37		14		4		74
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	9		24		25		3		61
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)	0	0	7	9	0	2	10	16
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

- 1) Our school uses the following tools to assess the early literacy skills of students in the early childhood grades:

EL SOL – this assessment is given in Spanish to students Dual Language classes in K-3.

- EPAL – EPAL is a complimentary assessment used in conjunction with ECLAS-2 to assess students' writing in response to literature
- Fountas and Pinnell – Running Records are maintained in grades K-5. Teachers monitor their students' reading level through the use of this assessment.
- TCRWP – teachers conference periodically with students concerning all literacy skills in reading and writing and maintain ongoing conference records for each student.

Performance series izone- online assessment of students in grades 3-5.

These assessments are consistent with the New York State English As a Second Language Achievement Test. They show that ELLs have less mastery of reading and writing skills. Instructional emphasis is placed on decoding and comprehension skills. The school's instructive plan is based on the results of all assessments using differentiated instruction as the main focus of planning.

2) The data pattern with regards to the students' NYSESLAT scores across proficiency levels and grades show distinct patterns and fluctuations. Data for grades K and 1 show that most ELL students' proficiency levels fall within the beginner and intermediate range with few scoring at the advanced level. An overwhelming majority of the kindergarten ELLs results, based on the LAB-R, are within the beginner range. By grade 1, more than half of those administered the NYSESLAT resulted in beginning level proficiency. In grade 2, almost an equal number of ELLs, as determined by their NYSESLAT results, are in the beginner, intermediate and advanced proficiency levels. This shows that students in the early grades are steadily making proficiency gains. Notably, in grade 3, there is an equal number of students' NYSESLAT results that are within the intermediate level and advanced level. In grade 4 ELL students' results fall within the advanced level. This advancement continues in grade five where the students' overall NYSESLAT proficiency results is advanced. This shows that there is significant increase in grade four of students demonstrating advanced proficiency level compared to the intermediate level with few students demonstrating a beginner level proficiency of English on the NYSESLAT. Similar results are maintained in grade 5 where a majority of students' results on the LAT were advanced level, less students at intermediate and fewer beginners.

3) Patterns across NYSESLAT modalities will affect instructional decisions in several instances. Differentiation of instruction for ELLs will be based on what modalities students need the most support in. ELLs who have achieved proficiency or are close to proficient levels in the Listening and Speaking Modalities would benefit from added support on reading and writing. This support can be in the form of differentiation within the class through additional strategy lessons, AIS, participation in morning, after school or Saturday Academy programs, remedial reading programs such as Wilson and additional help during extended day. Intra-class groupings according to the modalities will also help to differentiate instruction for ELLs.

4a) Assessment results for Freestanding ESL program shows that the majority of ELL students scored at levels 1 and 2 across grades 3, 4, and 5 in the ELA. No ELLS students scored at level 4. Therefore, instructional implications are focused on moving level 2 students to a

level three. The majority of the ELL students in the dual Language Program increased their proficiency level on the NYSESLAT. According to the results of the ELE, all ELL students performed at an above level in Spanish literacy. Students who need additional support are attending morning and afternoon programs to improve their literacy skills in both languages. Assessment results for ELLs who took the NYS Math exam show that a majority of students scored at a level 2 across the grades while taking the test in English. It also shows that a majority of students who took the test in their native language (Spanish) also scored at a level 2 as well. Assessment results for ELLs who took the NYS Science exam in 4th grade shows that about an equal number of students scored at level 2 and 3 while taking the test in English.

4b) School leadership and teachers are using the results of the ELL Periodic Assessments to differentiate instruction and form subgroups of students who may need more intensive instruction on specific modalities. Identifying the specific needs of these students will help them to receive more specific instruction rather than receiving instruction on modalities that they have already mastered. Data is shared during Instructional Cabinet meetings, Academic Intervention Team meetings, grade conferences and Curriculum Mapping meetings. Our school Data Manager sends data to all staff members as well as the administration of the school. Data is analyzed and those students who need further assistance will be placed accordingly.

4c) Data analysis of ELL Periodic Assessment results reveal significant strengths and deficiencies of ELL students. Specifically, ELL students in general require remediation in reading comprehension and writing and show progress in literacy skills. Those areas of critical need are identifying main ideas and supporting details in informational texts, collect and interpret facts from unfamiliar texts and identify information that is implied rather than stated. Our newcomers use their native language (Spanish) in all the content areas, students' use cognates and literal language to construct meaning from a text. Students are able to transfer meaning from Spanish into English, these skills allow them to improve in the English language.

5a) English proficient (EP) students in Dual Language Programs are assessed in their second language (Spanish) through the EL SOL (El Sistema De Observacion De La Lectura y Escritura), ELE test, conference notes in the different content areas, running records, on demand writing and teacher observations. Students enrolled in the side by side Dual Language Program are also assessed every other day by their language teacher. Both language teachers have the opportunity to meet during common planning to address issues of concern.

5b) The level of language proficiency in the second language (Spanish) for EPs is between Intermediate to advanced in the third grade. Although according to results of informal teachers' assessments students in grades K through 2 are performing in a beginning to intermediate level.

5c) Currently EP students in grades K through 5 are performing similarly to our English Language Learners.

6) The success of our ELL program (DL and Free Standing ESL) is evaluated by reviewing the data collected by using a variety of formal and informal assessments. The formal assessments include the following: LAB-R, NYSESLAT, EL SOL, ELE, NYS ELA, and NYS Math. Informal assessments include, but are not limited to, the following: conference notes in the different content areas, running records, on demand writing and teacher observations.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Louis Armstrong School</u>		School DBN: <u>24Q143</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sheila Gorski	Principal		10/28/11
Adis Rodriguez	Assistant Principal		10/28/11
	Parent Coordinator		
Yvette Rodriguez/Bilingual Co.	ESL Teacher		10/28/11
	Parent		
Maria Frias/Testing Co.	Teacher/Subject Area		10/28/11
Jorge Silva/Social Studies	Teacher/Subject Area		10/28/11
Alma DeLucia/ Data Manager	Coach		10/28/11
	Coach		
	Guidance Counselor		
	Network Leader		
Kelly Osso	Other <u>ESL/Teacher</u>		10/28/11
Jane Kim	Other <u>ESL/Teacher</u>		10/28/11
Clara Manzano	Other <u>IEP Teacher</u>		10/28/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q143 **School Name:** Louis Armstrong

Cluster: Chris Groll **Network:** 410

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.

The parent coordinator along with the school leadership team has analyzed data that provides us with information on the effectiveness of our written translations and oral interpretation for all parents. Based on interviews with parents we find that parents are very satisfied with the translations that are taking place in our school. Parents have expressed to us that they are well informed on all aspects of their child's education. Our population consists mostly of Hispanic students, therefore translations are made for the community language which is Spanish, as per Chancellor's regulation A-663. Other language translations are made upon demand using the telephone translation unit or in-house sources.

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.

Translations are accurate and consistently provided throughout the school year. A team of Bilingual Spanish teachers and a Bilingual Chinese teacher provide translations for the community during parent interviews, conferences, parent orientations and meetings. Twice a year during parent/teacher conferences a team of translators are hired from Legal Interpreting Services to assist parents and teachers during the conferences. Telephone translations are also made accessible to parents by using the translation unit from the Department of Education. Informational school policies are posted at school entrances in the main eight languages as recommended by the Department of Education. P.S. 143Q has high quality bilingual professionals such as: the Principal, Assistant Principals, Guidance Counselors, Psychologist, Bilingual Coordinator and classroom teachers who are willing to help with any translation needed. During gatherings and conversations with parents they have expressed great satisfaction with the language translation and interpretation in our school. The parent coordinator provides translations during parent workshops and ensures that all correspondence sent to parents is translated into parents' native language.

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.

P.S.143 will continue to provide necessary written translations services to all parents of the community in order to ensure that they receive all school information on time. All correspondenc, report card, surveys, and documentation related to students' education are translated into Spanish, which is the language of the community and other languages as well. This service facilitates communication between the community and the staff members of our school. The school Principal is responsible for identifying all documents requiring translation of other languages and assigns them to various Bilingual staff, which includes the Bilingual/ESL Coordinator, the Parent Coordinator and Bilingual teachers. All documents are approved by the Principal prior to distribution.

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

Oral interpretation services are provided for Parent/Teacher Conferences, visitation with the guidance counselors, schoolwide events and medical visits. Ongoing translations services ensure that the parents are well informed of their child's educationall progress and have a high level of communication with the school staff and administration. All services are provided by in house staff members and outside contractors as well as telephone translation services.

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>.

P.S. 143Q provides written notification to all parents who require language assistance. This notification describes the rights and responsibilities that parents have regarding translations and interpretation. This notification is posted in the parent coordinator's office which is located on the third floor of the school's main building. Signs directing parents to this written notification are posted in the school's main office, mini building, annex and the school's main lobby. The link to the Chancellor's Regulation A-663 is provided on the school's home page. The language interpretation plan has been implemented and addresses the procedures to follow in order to ensure that every parent receives language assistance as needed.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: 143Q

DBN: 24143

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served:

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 28

of certified ESL/Bilingual teachers: 14

of content area teachers: 3

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. 143 will provide many instructional supplemental programs for our ELL population throughout the 2012-2013 school year. English Language Learners will be invited to attend an Early Rise Program, After School Program and Saturday Academy.

The Early Rise Program will be held every Tuesday and Wednesday before school for one hour from 6:55 a.m. to 7:55 a.m. for students in grades 1 and 2. This program will run for 34 sessions. This program will focus on developing and strengthening language, reading comprehension and fluency as well as math skills. The use of ESL methodologies will be utilized during individual and small group instruction. There will be five ESL-certified teachers servicing students in this program.

The After School Program will be offered to ELL students in grades 3-5 who will meet two days a week for an hour and a half each session from 3:05 p.m. to 4:35 p.m. This program will run for 27 sessions. This program will focus on developing and strengthening language, reading comprehension and fluency through ELA and Math. The use of ESL methodologies will be utilized during individual and small group instruction. There will be ten ESL-certified teachers servicing students in this program.

ELL students will be invited and encouraged to attend our Saturday Language Skills Academy. This program will be offered to all ELL students in grades 1-5, from January to May, for three hours each Saturday from 8:00 a.m. to 11:00 a.m. This program will run for 13 sessions. This program will focus on developing and strengthening language, reading comprehension and fluency through ELA, Math & Science. The use of ESL methodologies will be utilized during individual and small group instruction. There will be six ESL-certified teachers servicing students in this program.

Teachers will offer multiple entry points and appropriately challenging tasks and activities based on students' individual language needs. All teachers of these programs are ESL certified and will use English as the main language of instruction. In order to facilitate academic language, vocabulary development, reading skills and reading comprehension, the following supplemental materials, among others, will be utilized throughout the programs: computerized / software programs such as Imagine Learning English and Aha! Math and Aha! Science. In addition, other materials will include reading and supplemental materials from Kaplan, Rally Coach and Attannasio.

Part C: Professional Development

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:

Throughout this school year 2012-2013, we will support our ELL personnel with a variety of Professional Development. These Professional Development sessions will be offered for self-contained classroom teachers as well as push-in ESL teachers. Professional Development will enhance and improve the delivery of ESL and Literacy instruction. The main focus will be the development of academic language in all content areas by providing multiple entry points and appropriately challenging tasks and activities based on students' individual language needs. These sessions will be delivered by the School's Professional Development Team which consists of Coaches, Assistant Principals, the Principal, our CFN support staff and external professional development trainings offered by the Office of English Language Learners (OELL).

The following Workshops / Professional Development sessions will be offered to our ESL instructors through our internal support: Special Education Reform, Professional Development on the Common Core State Standards, Data Analysis and Implications for ESL Instruction, Fountas and Pinnell Benchmark Assessment. We will also be providing collaborative sessions on Data Analysis and the use of ARIS, Running Records, NYSESLAT, Acuity and NYS Testing Data through our Weekly Inquiry Team Work. In addition, outside representatives will be offering Professional Development on the following curriculum programs: Words Their Way, Imagine Learning English, Learning.com, Aha! Math and Aha! Science.

As part of our Professional Development plan for all teachers, we have secured five (5) half-day sessions to provide additional Professional Development in aligning our curriculum to the Common Core State Standards. These half day sessions will be held on Fridays from December 21, 2012 to May 24, 2013 on the following dates: December 21st, January 18th, February 15th, March 22nd and May 24th.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here:

Our Parent Coordinator, Evelyn Roldan, provides many workshops throughout the school year to parents of ELLs. A Homework Club is offered to all ELL parents four days a week, every Monday through Thursday from 2:30 p.m. to 3:30 p.m. throughout the entire school year, which totals 152 sessions.

We also provide ESL classes to parents on Mondays and Wednesdays for one hour and ten minutes, from 8:30 a.m. to 9:40 a.m. These lessons are offered from September through June for a total of 76 sessions.

A variety of workshops are offered to parents on various themes three times a month for an hour and a half for a total of 30 sessions. The following are some of the topics that are addressed: AIS, Common Core State Standards, Special Education Reform, NYSESLAT, ELA Test, Math Test, Science Test, ARIS, computer skills, bullying and school safety. At least one instructional staff member is present with the Parent Coordinator to conduct meetings pertaining to academics. Some of the meetings make parents aware of diseases that may affect their health and their children as well. During meetings pertaining to health, the school nurse is present. Letters inviting parents of ELLs will be sent via postal mail / backpacks. In addition, we utilize School Messenger, our mass phone message system, to keep parents apprised of various school-wide events including opportunities for parental involvement.

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		

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.
(Object Code 199)		
Travel		
Other		
TOTAL		