



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:**

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

PRINCIPAL: JOYCE E. BUSH

EMAIL: JBUSH@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

## 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
Joyce E. Bush	*Principal or Designee	
Joanne Genova	*UFT Chapter Leader or Designee	
Laura Koutsavlis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Diane Tratner Susan Pesso	Assistant Principal Member/UFT	
Randy Goldman	Member/UFT	
Roselle Tichauer	Member/UFT	
Ann Denicker	Member/Parent	
Danielle Vargas	Member/Parent	
Harriet Demetriou Athena Pappas	Member/Parent Member/Parent	
Nicole Anastasis	Member/Parent	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**By June 2013, students in grades 3-5 will demonstrate a 3% increase in performance on the NY State ELA assessment from the previous year.**

### **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.

After conducting a three year trend analysis of student performance data on NYS Assessments, it was determined that all students in Grades 3-5 need to show improvement in performance in ELA. Although an improvement was shown for 3<sup>rd</sup> and 4<sup>th</sup> grade last year, there was no increase in 5<sup>th</sup> grade performance, and overall performance still underperforms our peer group.

### **Instructional strategies/activities**

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

a) Teacher Teams in Grades 3-5 analyzed test data, and trends of ELA performance. ELA Instructional Lead Teachers further investigated materials and methodologies for focused instruction. ELLs and SWDs will receive additional support during AIS, ESL push-in or pull-out lessons, and through use of targeted instruction, technology and language support. Teacher Teams will analyze student work to refine academic strategies to improve outcomes.

b) Classroom teacher, who is supported by Teacher Teams research on best practices, will create rigorous ELA tasks aligned with Common Core Learning Standards. Differentiated instruction will support all learners in the classroom, by scaffolding task, with targeted small group instruction including peer collaboration, and structured support. AIS, SETSS, Speech and Language Therapist, and ESL teachers will support instruction, in push-in or pull-out lessons.

c) Teachers will be included in decision-making process through their grade representative on the Instructional Committee, and ELA Instructional Leads, during Grade meetings, and in Teacher Team work, when student work is analyzed and next steps are determined. ELA Instructional Leaders attend Network Professional Development in instructional shifts, which is turn-keyed to relevant staff members.

d) Data from Periodic Assessments will be analyzed after their administration in November, January and March.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

A parent is a member of the Instructional Committee.

At School Leadership Meetings, the Instructional Committee representative offers updated reports from meetings.

Parents receive bimonthly newsletters from their child's Grade reflecting an overview of curricula.

Parents receive a monthly newsletter from the Principal.

Parent workshops are conducted in the evenings.

Translations of letters and notices.

**Budget and resources alignment**

- Indicate your school's Title I status:  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:

Race to the Top

**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).

Sports and Arts After School Program offers academic support during homework periods, as per Principal request.

Peer Mediation

Respect for All Committee

Community Service – Penny Harvest, City Harvest, Pennies for September 11<sup>th</sup>.

Enrichment Clusters – including Stock Market Game, Chess

Move To Improve

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

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

By June 2013, all students in Grades K-5 will engage in two rigorous literacy tasks, (in Science and/or Social Studies), and two math culminating performance tasks, which are aligned to a *Common Core Learning Standards* unit of study, as evidenced by student work products.

### **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.

By June 2013, all students in Grades K-5 will engage in two rigorous literacy tasks, (in Science and/or Social Studies), and two math culminating performance tasks, which are aligned to a *Common Core Learning Standards* unit of study, as evidenced by student work products.

### **Instructional strategies/activities**

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - b) strategies/activities that encompass the needs of identified student subgroups,
  - c) key personnel and other resources used to implement these strategies/activities,
  - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - e) timeline for implementation.
- a) Teacher Teams will collaborate to develop rigorous ELA and Math tasks which will scaffold student skills, through targeted small group instruction, with support through use of manipulatives, Word Walls, and student interaction and discussion, for language support.
- b) Teachers attend Common Core professional development, including Network professional development and will turn-key to colleagues. Teachers Teams collaborate to research, including Common Core Library, to design and evaluate the Math tasks, aligned to NAEP rubric. Teachers will attend, and turn-key Professional Development in instructional shifts, Universal Design for Learning, and Curriculum Mapping. Teacher Teams will develop rigorous ELA culminating tasks in accordance with Webb's Depths of Knowledge, and will evaluate tasks according to the UDL rubric.
- c) Teachers will be involved in the decision-making process through Instructional Committee representation, Teacher Teams and Grade Teams, and through professional development workshops.
- d) Periodic Assessments will be analyzed by Teacher Teams, and Grade Teams after administration in November, January and March, in order to plan lessons to address students' areas of need to be strengthened, in order to complete rigorous ELA and Math tasks. ELA and Math tasks will be administered from Winter 2012 through Spring 2013.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

A parent is a member of the Instructional Committee.

At School Leadership Meetings, the Instructional Committee representative offers updated reports from meetings.

Parents receive bimonthly newsletters from their child's Grade reflecting an overview of curricula.

Parents receive a monthly newsletter from the Principal.

Parent workshops are conducted in the evenings.  
Translations of letters and notices

**Budget and resources alignment**

- Indicate your school's Title I status: \*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:  
Race to the Top funds

**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).

Sports and Arts After School Program offers academic support during homework periods, as per Principal request.

Peer Mediation

Respect for All Committee

Community Service – Penny Harvest, City Harvest, Pennies for September 11<sup>th</sup>.

Enrichment Clusters – including Stock Market Game, Chess

Move To Improve

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. By June 2013, Special Education students, who are also English Language Learners, (“SPELLs”) will demonstrate achievement on the NYS ELA Assessment as measured by a 3% increase at Levels 3 and 4.

#### **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. After conducting a three-year trend analysis of student performance data on state assessment and NYSESLAT, our SPELLs have underperformed all other student groups for the past three years. As a result, the SPELLs have become a priority in our school, to accelerate their performance through additional support.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  - a) Teachers will provide access to academic content areas and accelerate English Language development using hands-on materials, picture word walls and glossaries, buddies and small group instruction. A Push-in Model will be followed for added flexibility in scheduling to meet the diverse needs of SPELLs in the least restrictive environment. Imagine Learning, an online, individualized ESL language program and computer aided instruction, “LLI” ( Leveled Literacy Instruction program), Rigby In Step, and LeapFrog programs, will be used. Our Title III Before School program offers additional small group support for our SPELLs.
  - b) Fully certified ESL teacher, a fully certified Special Education teacher with ESL certification, and the classroom teachers use the co-teaching model, with the Push-In model, to enhance English language acquisition and academic knowledge for all students. Paraprofessionals trained in LLI will support SPELLs by implementing the program.
  - c) Teachers attend Professional Development offered by the Network for ESL support, on a monthly or bimonthly basis.

Periodic Assessment data will be analyzed after administration in November, January and March, as well as monitoring during the NYSELAT administration period.

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

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

A parent is a member of the Instructional Committee.

At School Leadership Meetings, the Instructional Committee representative offers updated reports from meetings.

Parents receive bimonthly newsletters from their child’s Grade reflecting an overview of curricula.

Parents receive a monthly newsletter from the Principal.

Parent workshops are conducted in the evenings.

Workshops for parents of ELLs are offered twice a year.

Translations of letters and notices

**Budget and resources alignment**

- Indicate your school's Title I status:  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:

Race to the Top

**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).

The Title III Before School Program offers additional, before school support for SPELLs, taught by our fully certified ESL teacher. Dial-a-Teacher offers translations of homework help in many languages.

Sports and Arts After School Program offers academic support during homework periods, as per Principal request.

Peer Mediation

Respect for All Committee

Community Service – Penny Harvest, City Harvest, Pennies for September 11<sup>th</sup>.

Enrichment Clusters – including Stock Market Game, Chess

Move To Improve

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

By June 2013, nine classroom teachers will partner with City Center artists to integrate the Arts into their teaching practice while creating a culture of inquiry, as evidenced by teacher and Teaching Artist observational rubric.

### **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.

As per our Quality Review from Spring 2011, identified needs were to increase academic rigor in learning experiences, and to promote greater student achievement for all subgroups. Our partnership with City Center has supported our efforts to infuse rigor in language arts, through a variety of experiences in the Arts.

### **Instructional strategies/activities**

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

a) All students participate in dance lessons, activities, and oral communication, including ELLs and Students with IEPs.

b) City Center Resident Artists and City Center Consultants provide professional development, and lesson plans to support teachers to improve their professional practice and dance knowledge.

c) Teachers meet monthly to review student data for effectiveness and to develop next steps.

d) 1. Oct: *ThinkDance* presentations for P193 faculty

2. Nov: Core Team Teachers attend Ailey PD at NYCC

3. Dec: Ailey student matinee. Students speak and write about dance and create narratives in the classroom

4. Jan: Gilbert and Sullivan PD. Upper grades begin in-depth Gilbert and Sullivan residencies, introduce movement vocabulary, choreographic devices; infuse ideas about history / culture of dance into curriculum

5. Feb; Core Teachers attend *Gilbert and Sullivan performance*; upper grades study archetypes embedded in Gilbert and Sullivan; begin choreography.

6. March: residencies focus on making artistic choices and working collaboratively

7. April: residencies culminate in Sharing Session for parents and community members. Students demonstrate choreographic works-in-progress; discuss dance-making process; act as docents in a 'museum walk' highlighting writing and artwork inspired by dance experiences.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Our Core Team for City Center includes a parent representative.

A parent is a member of the Instructional Committee.

At School Leadership Meetings, the Instructional Committee representative offers updated reports from meetings.

Parents receive bimonthly newsletters from their child's Grade reflecting an overview of curricula.

Parents receive a monthly newsletter from the Principal.

Parent workshops are conducted in the evenings.

Parents are invited to attend dance class in session, school stage performance, and trip to City Center.

Translations of letters and notices

**Budget and resources alignment**

- Indicate your school's Title I status:  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:

PTA Contribution

**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).

Sports and Arts After School Program offers academic support during homework periods, as per Principal request.

Peer Mediation

Respect for All Committee

Community Service – Penny Harvest, City Harvest, Pennies for September 11<sup>th</sup>.

Enrichment Clusters – including Stock Market Game, Chess

Move To Improve

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

#### **Instructional strategies/activities**

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

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

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

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

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	AIS Level 1 Intervention Test Sophistication Program ESL Title III (Leapfrog, Imagine Learning) AIS Extended Day (Wilson, Imagine Learning )	Small group instruction	During school day After school Before school Two 50-min periods after school
Mathematics	AIS Level 1 Intervention Test Sophistication ESL Title III AIS Extended Day (Computer sites and programs)	Small group instruction	During school day After school Before school After school
Science	AIS Level 1 Intervention AIS Extended Day Grade 4 additional period	Small group or one to one	During school day After school 2 days 50 min During school day
Social Studies	AIS Level 1 intervention	Small group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling and support	Mandated students	One to one

## 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.

### Recruitment

In order to recruit teachers we work closely with our Network HR point, and traditional teacher education programs. We have attended Hiring Fairs to identify and recruit highly-qualified teachers. We work closely with our HR point to ensure that all required documentation and assessment deadlines are met.

### Retention and Support

We are highly invested in supporting teachers in their professional learning through professional development. In our efforts to retain highly qualified teachers, we ensure that they have the resources and strategies to grow professionally. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our PSO, CEI-PEA. Mentoring is implemented as per teacher requirements.

We believe in individualized professional development plans that are designed to support each teacher's needs. Teachers are active participants in the process of determining their own professional needs, and to seek a variety of resources for professional development around those needs. Teachers collaborate with administration to look at their development, mainly through the observation process which utilizes Danielson's *Framework for Teaching (2007)*, as well as through student achievement and student work. Teachers are provided with timely and regular feedback to refine and improve their practice. Teachers self-assess on a regular basis and confer with school leaders.

All professional development is research based and evidence based. Research based strategies (RBI's) are emphasized in our trainings, and via the mini and formal observation process. Intervisitations are encouraged for all teachers, as well as participation in external professional development opportunities. Our Network Specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensure that teachers have the resources and support needed to succeed. We encourage celebrations of success and sharing.

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

**SCHOOL-PARENT COMPACT**  
**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.

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

**Part I: School ELL Profile**

**A. School Information **

Cluster Leader/Network Leader <b>Debra Maldonado / Mae Fong</b>	District <b>25</b>	Borough <b>Queens</b>	School Number <b>193</b>
School Name <b>Alfred Kennedy</b>			

**B. Language Allocation Policy Team Composition **

Principal <b>Joyce Bush</b>	Assistant Principal <b>Diane Tratner</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Madelyn Wasserman</b>	Guidance Counselor <b>Meiling Liu</b>
Teacher/Subject Area <b>Leonard Micharlson / ICT teach</b>	Parent <b>Athena Pappas</b>
Teacher/Subject Area <b>Susan Pessa / ICT teacher</b>	Parent Coordinator <b>Judith Rodriguez</b>
Related Service Provider <b>Maria Karathatis / IEP teacher</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

**C. Teacher Qualifications **

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

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

**D. School Demographics**

Total number of students in school	<b>453</b>	Total Number of ELLs	<b>52</b>	ELLs as share of total student population (%)	<b>11.48%</b>
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**Part II: ELL Identification**

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.a. At Kindergarten registration, Home Language Identification Surveys (HLIS) forms are given out to all parents, or other guardians or relatives. Translators are available, when needed. An informal interview is conducted by a pedagogue in English, or in a Native Language with a translator to discuss the language background of the child, and answer questions about how to complete the HLIS form. Our fully certified ESL teacher checks over all of the HLIS forms to make sure they have been completed correctly, and makes the determination based on the HLIS form and the informal interview, as to which children need to take the LAB-R Test. This procedure is followed whenever a new admit enters PS 193. The ESL teacher then administers the LAB-R within the first ten days of school.

1b. Using the cut scores for the LAB-R, our ESL teacher determines which children are ELLs, and which children passed the LAB-R. The children who speak Spanish, and are identified to be ELLs, are then given the Spanish LAB by a fully certified pedagogue. All of the LAB-R answer documents are sent to the State for processing.

1c. All of the ELLs in our school take the New York State English As a Second Language Achievement Test (NYSESLAT). To ensure that all ELLs take the NYSESLAT annually, our fully certified teacher checks the RLER in ATS. Our ESL teacher, and several other fully certified teachers annually administer all four parts of the NYSESLAT - Speaking, Listening, Reading, and Writing. These teachers have been trained by our ESL teacher to administer the NYSESLAT. To ensure that all four components are administered, our ESL teacher uses the following order when administering the exam: Speaking, Listening, Reading, and Writing, followed by any make-up exams that are needed. The tests are carefully counted and recounted before and after the exam is administered, and stored in a secure location by our ESL teacher, who makes sure that the tests are safely returned to the State at the end of the exam period.

2. Regarding parental choice, the ESL teacher sends out the Entitlement Letters in September, in appropriate languages, inviting parents of the children did not pass the LAB R to an orientation meeting at P.S. 193 during the first ten days of school. At the meeting a video is shown in appropriate languages to inform parents of their choices regarding the three models: ESL, Dual Language and Bilingual.

3. Our ESL teacher ensures that all entitlement letters are distributed based on LAB-R scores and NYSESLAT scores. Entitlement Letter "C" is sent to all of the new ELLs who did not pass the LAB-R. The Parent Survey and the Program Selection Forms are sent with Entitlement Letter "C". These forms are brought back when the parent or guardian come in for the Parent Orientation Meeting that takes place within the first ten days of school.

4. Based on the video, the Parent Selection Form, the Parent Survey, and discussions with parents at this meeting (with the help of translators), we determine if a Bilingual or a Dual Language program is requested. No parents have requested a Bilingual or Dual Language Program for the 2011-2012 school year. We reach out again to the parents who did not attend the first orientation and make arrangements to attend an orientation at their convenience. All of the parents of new admits attended an orientation and filled out the Parent Survey and the Selection form this year. Placement letters are distributed informing the parents that the child has placed in an ESL program in our school based on the meeting. Entitlement and NonEntitlement Letters are given out to all of the ELLs based on whether they passed the NYSESLAT or whether they will remain in ESL for the 2011-2012 school year. Copies of all Entitlement and Placement letters are put in the ESL binder in the ESL room and the original form is placed in the child's file.

5. For the past few years, all the the parents of our new admits have chosen the ESL instructional program as their first choice (100%)

6. The program we have at PS 193 is Freestanding ESL, and that has been the choice of the parents of our new admits.

## Part III. ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	8	8	8	4	8	8								44
<b>Total</b>	8	8	8	4	8	8	0	0	0	0	0	0	0	44

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups							
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)			40	Special Education	13
SIFE	1	ELLs receiving service 4-6 years			12	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	40	1	4	11	0	8	1	0	1	52
Total	40	1	4	11	0	8	1	0	1	52

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

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	2	1	3	3								16
Chinese	4	3	2	1	1	1								12
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean	4	5	2			3								14
Punjabi														0
Polish														0
Albanian														0
Other	2	2	2		4									10
<b>TOTAL</b>	<b>13</b>	<b>15</b>	<b>8</b>	<b>2</b>	<b>8</b>	<b>7</b>	<b>0</b>	<b>53</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

11. To assure that the mandated number of instructional minutes is provided for all ELLs, we are using both a push-in and a pull-out model. We have grouped our ELLs in one class on each grade. We are using that model in grades K-5. The General Education classes in our school are heterogeneous, and our ELLs are placed in those classes by age.

2a. Our newcomers (Beginners) are receiving 8 periods (360 minutes) of ESL per week as per CR Part 154, to help them learn vocabulary and skills in the content areas, using research based programs. Our Intermediates also receive 360 minutes of ESL per week to help them reach the goal of passing the NYSESLAT, and moving up on the ELA and Math State exams. Our Advanced ELLs receive 4 periods, (180 minutes) of ESL per week and 180 minutes of ELA instruction, as required under CR Part 154, with the goal of passing the NYSESLAT and also moving toward proficiency on the ELA and Math tests.

Our fully certified teachers and our ESL teacher, during push-in, work with the ELLs using Treasures, Everyday Math, and Imagine Learning English. They use ESL strategies to support the ELLs and help them work towards raising their performance levels on the ELA and Math State Tests. The students are seen by our fully certified ESL teacher for the mandated minutes using an individualized reading component from LeapFrog, our research based computer program to strengthen their listening and reading. NLA is delivered by using translated tests, glossaries, and Imagine Learning English, which uses native language support.

2b. ELA instruction is delivered in the classrooms during the 90 minutes Literacy Block each day where our ELLs receive support and differentiated instruction.

3. Our fully certified ESL teacher will be pushing in and pulling out in grades K-5 during the 2011-2012 school year to help provide instruction in the content areas. She will focus on academic language, vocabulary and ESL strategies as she works with the classroom teachers to help make the content areas comprehensible for the ELLs. Picture word walls, glossaries, small group instruction and differentiation will be used to enrich language development. In Grades K, 1 and 2, our ESL teacher will be pushing into the classrooms to work directly with the classroom teachers to use ESL strategies to help make content comprehensible and to enrich language. We will be preteaching difficult words, using pictures, and working in small groups to ensure that the ELLs work on Listening, Speaking, Reading, and Writing on their level. Our First Grade ICT student works with her own bilingual para in her classroom and in ESL to work towards these goals. Our ESL teacher works with our Kindergarten and Grade One ELLs in doing "Movement to Music" to teach appropriate vocabulary, such as parts of the body, colors and direction words.

4. A fully certified pedagogue who speaks Spanish ensures that our ELLs are appropriately evaluated in Spanish for the Spanish LAB.

5. a. We currently have 1 SIFE student. We will use translated glossaries, picture word walls, small group instruction, and differentiation to help our SIFE student move towards proficiency. Our ESL teacher will work with our SIFE student for 360 minutes per week, as per CR Part 154, using research based programs. These programs include the Treasures ESL component, Imagine Learning English, and LeapFrog. The ESL and classroom teachers will collaborate to develop appropriate lessons for the SIFE student.

**A. Programming and Scheduling Information**

b. Our fully certified teachers and our fully certified ESL teacher use the following research based programs with our ELLs who has been in U.S. schools for less than 3 years - Treasures, Imagine Learning English, LeapFrog, and Everyday Math. The following strategies are used to help our ELLs to move towards proficiency on NYSESLAT, and move up on the State Reading and Math tests. During both our push-in and pull-out model, the following instructional approaches and methods are used to make content comprehensible and enrich language development, using ESL strategies: pre-teaching activities, Total Physical Response (TPR), cooperative learning activities, teacher modeling, use of manipulatives and visuals, peer-tutoring, and lessons with hands-on activities. The ESL teacher introduces high-interest and grade appropriate topics, and supports topics being learned in the classroom. ESL strategies are infused in content area instruction. Throughout the day, the classroom teacher provides additional language development instruction, both in language acquisition, and in content areas. The ESL teacher introduces high-interest, and grade appropriate topics, for example, holidays, home and school events, and every day experiences. In addition, the ESL teacher provides support for content area subjects. Through these multi-modality activities, students are offered many and varied opportunities to integrate listening, speaking, reading and writing daily.

c.d. The children who have been in ESL for 4-6 years, and our Special Needs ELLs, receive ESL and AIS services. Many of them receive SETSS, Speech, and/or Occupational Therapy, as well. The services provided to long-term ELLs are as follows: AIS services, both during the day and after school, AIS during the day in the SETSS program, ongoing throughout the year. In addition, our school will use our 2 weekly 50-minute periods at the end of the day for AIS services. During this time, ELL students are assigned to work with fully certified teachers and receive additional help to ensure that they attain and maintain proficiency levels in English and academic subjects. Research shows that small group instruction enhances academic and social performance. Many of our ELLs receiving services for 4-6 years will be staying for the Title III program, and working in small groups with our ESL teacher to help them reach proficiency on the NYSESLAT and improve on their Reading and Math scores on the State tests.

6. The instructional strategies and grade level materials that teachers of ELL-SWDs use that provide access to academic content areas and accelerate English language development are hands-on materials, picture word walls, glossaries, buddies, and small group instruction.

7. Our school utilizes the push-in model for added flexibility in scheduling, in order to curriculum instruction to meet the diverse needs of the ELL-SWDs within the least restrictive environment.

**Courses Taught in Languages Other than English ⓘ**

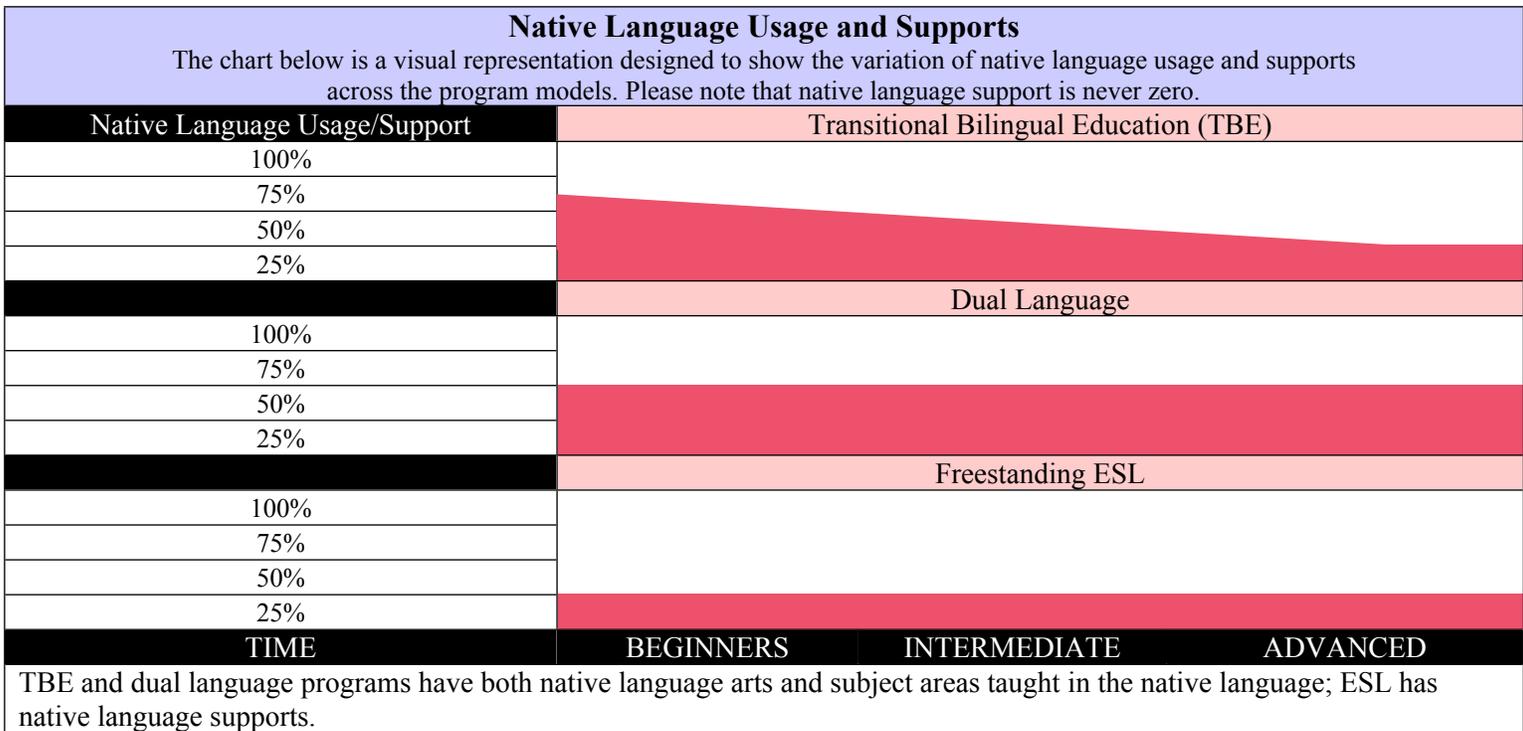
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

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

8. The ESL teacher examines results of Periodic / Interim Assessments as scores become available to us, to inform our instruction. In analyzing the results the teacher determines which individual ELLs are weak in particular areas. Using this information it is decided how to address their needs with additional help. This may include participation in AIS, use of technology, small group instruction in classrooms, and support for the General Education curriculum by the ESL teacher in either the pull out periods, or periods when the ESL teacher works with students in their classrooms.

The ESL teacher will collaborate with classroom teachers to plan strategies for reading and writing for the ELLs, using the Treasures Reading program and Everyday Math. In addition ELLs are assigned to various AIS programs throughout the school, ongoing through the year, working on reading, writing and math. During the 50 minute AIS periods, we try to help our Beginner and Intermediate ELLs struggling in reading and math by differentiating the instruction further based on any weak areas such as math, phonics, comprehension or writing, with the goal being to attain proficiency levels in English and academic subjects. This works well because our ELLs receive additional support on skills they need in a small group setting. All of our ELLs who are in testing grades receive time and a half extended time, and separate location to take State Assessments.

9. We are carefully following our ELLs who have reached proficiency on the NYSESLAT exam. Those students also receive extended time (time and a half) on State Assessments, and take the test in a separate location. The children who have passed out of ESL receive this support for two years. If these children are having any difficulties they are referred for AIS help after school and receive help from our ESL teacher during push-in periods.

10. We will be continuing our Title III ESL After School Program for the 2011-2012 school year. Grades 1-5 will meet three days a week after school to work on math and literacy skills, to work towards proficiency on the NYSESLAT and State tests.

11. We are continuing all previous programs and services for our ELLs during the 2011-2012 school year.

12. Our ELLs have equal access to all school programs. Our ELLs have the same access to our Sports and Arts after school program. They also have the opportunity to stay for AIS help and Title III.

13. In addition, we have continued to receive ESL funds (Title III) enabling us to provide an after school literacy program 3 times a week, for grades 1-5 using research based programs. With these funds, we purchased the Imagine Learning English Program, a research-based computer instructional program that teaches children English using 1-1 instruction. Imagine Learning English allows us to differentiate instruction for each ELL while working on vocabulary, phonemic awareness, conversations, letter recognition, listening comprehension and reading fluency. Thirty-seven of our ELLs have been placed on this program and have access to it in their classrooms, and in the ESL room. Progress is shown on detailed reports for the student and teacher with native language support. We purchased the Treasures Reading Program as the literacy program for the entire school which has an ESL component and differentiates instruction by levels. Our Leapfrog System provides a great deal of support for our ELLs. We are currently using Leapfrog assessments and skill cards, which are differentiated for each child's reading level. We have Leapfrog interactive books, a Leapfrog leveled library and a phonics series. For our Beginners we also use the Leapfrog Language First Series, a multi-sensory program for English language development. This program is a series of books, designed to develop English language proficiency, but in addition, it supports reading instruction, appropriate to the child's level of language proficiency. Directions for all "Language First" activities can be accessed by the children, in their native languages for vocabulary development. We also are using Acuity tutorials to provide reading and skills practice for our ELLs on their level. We are also using the Rigby ELL assessment kit and leveled library. Using the Rigby In-Step leveled readers, we are reading leveled books and working on comprehension skills in the academic subject areas as well. Our plan is to help all of these children work their way from 8 periods of ESL a week to 4 periods a week, and then on to passing the NYSESLAT exam.

14. Native language support is delivered to the Beginner ELLs in our Imagine Learning English Program. Directions to the activities are

given in the child's native language. Directions for the Language First part of the Leapfrog are also give in a student's native language. We also have books and charts and dictionaries in native languages. Multicultural materials are also available.

15. All of our ELLs are placed in classes based on their ages and are given support and help, based on their age. No student is placed in a class based on ability level.

16. We do not offer any activities for newly enrolled ELLs before the school year begins. Our screening process for new ELLs begins as soon as school starts.

17. We do not offer any language electives in PS 193.

### **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

### **D. Professional Development and Support for School Staff**

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

1. The ESL personnel at PS 193 participate in ongoing staff development. The ESL teacher has recently attended two Professional Development sessions given for CFN 535. Network Leader, Mae Fong, and Facilitator Alice Cohen, Director of Student Services: ESL, provided the Professional Development. We also had Professional Development for the staff. Our lower grade teachers of ELLs and our upper grade teachers of ELLs met with Alice Cohen and our ESL teacher during 2 Professional Development periods to discuss the push-in model and ESL strategies. In addition professional development in the area of ESL is available both through the Dept of Education of NYC and through our network, and will be ongoing throughout the year. Our ESL teacher turnkeys ESL strategies and scaffolds in all content areas in the classrooms during push-ins, and turnkeys ESL workshops for our staff. We review the academic language ELLs need for development in Math, Social Studies, and Science.

2. In transitioning from elementary to middle school, teachers indicate all information necessary for placement in classes and into ESL programs and forward this information through our guidance office to the schools chosen by the respective students/parents, insuring that all services which should be provided in the next school are indicated on the child's record. Much help is available through our guidance dept to assist parents in this transitional time.

3. Our Network Support Specialist for ESL and our ESL teacher will provide ongoing professional development during the school day, at Professional Development meetings, and at Faculty Conferences to ensure that the classroom teachers receive the 7 1/2 hours they need in teaching ELLs and 10 hours for Special Education teachers and paraprofessionals. At the present time, all of our staff have the required 7.5 hours for General Education teachers or ten hours for Special Education teachers, as per Jose P. Our staff keep personal records on their hours of ESL training, as per Jose P. We have had our ESL Support Specialist give professional development this year and in past years. Our ESL teacher has attended professional development meetings with staff members to receive ESL training. For new staff, our ESL teacher will provide professional development.

### **E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
  2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
  3. How do you evaluate the needs of the parents?
  4. How do your parental involvement activities address the needs of the parents?
1. The ESL parents of our new admits come to our school for an orientation meeting. During the school year, the ESL teacher is available to meet with all parents of ELLs on Back to School Night, and during our two Parent-Teacher conferences. Translators are available during those times. During the year there is ongoing contact as needed in the form of conferences, or on the telephone. The ESL teacher also participates in SBST meetings involving all ESL students with an IEP, as well as Annual Reviews of IEPs.
2. The Parent Coordinator of PS 193 has access to information about workshops in the district and provides this information to the parents of all of our ELLs. One of the services provided to ELL parents is the Dial-A-Teacher Program, where our ELLs can get homework help in many different languages. The New York City Public Library system offers services to help our ELL students and parents.
3. We evaluate the needs of the ESL parents, on an individual basis. We provide translators for our ELLs' parents during Parent Teacher Conferences. We provide translated letters and notices when necessary. We use translators as needed during SBST or annual review processes. We can also evaluate the needs of our ELLs during the Back To School Night Parent Orientation, and during the ESL Parent Orientation for new ESL students. We will be sending out Parent Surveys to find out what further help our ESL parents require.
4. All of the prior services offered to our ELL parents make them fully aware of how their children are performing in school, how the school can help them and how they as parents can help their children. Our Occupational Therapist will be doing a writing workshop for all parents in our school.

# 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)	4	6	2			1								13
Intermediate(I)	2	7	2		1	3								15
Advanced (A)	7	1	4	2	7	3								24
Total	13	14	8	2	8	7	0	0	0	0	0	0	0	52

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	2		1	1	1		7
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				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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

1. We used the DiBELS (Dynamic Indicators of Basic Early Literacy Skills) Assessment tool at P.S. 193. There are 3 levels of achievement in DIBELS, Intensive (intensive help), Strategic (must be monitored for possible risk), and Benchmark (met goals). It monitors progress so we can differentiate the needs of each student, including the ELLs, based on the data. By looking at the data, for our 6 First Grade Beginners, we see that they are all on the Intensive level. This indicates to us that they are in need of intensive help. These children will be receiving 8 periods of ESL as per Jose P. Six of those periods will be push-in, where our fully certified classroom teacher and our fully certified ESL teacher will use the co-teaching models and ESL strategies to help move these children up to the next level, Strategic. The data for our Intermediates indicates that 3 children are at the highest level, Benchmark, 2 are at the middle level, Strategic, and only 1 Intermediate is at the lowest level, Intensive. We are also using Fountas and Pinnell in our lower grades to assess the reading levels of these children. This is performed 3 times a year, so progress can be monitored. The first round of Running Records are being done now.

2. and 4a. In Grade K, we have 6 Beginner / Intermediate ELLs. In Grade 1, 12 of our 13 ELLs are Beginner or Intermediates. We have

one ICT Beginner ELL. In Grade 2, we have an even number of Beginner / Intermediate, and Advanced ELLs, in both General and Special Education classes. In Grade 3, we have 2 Advanced ELLs. In Grade 4, we have 7 Advanced ELLs in General Education and in ICT, and 1 Intermediate ELL in the ICT class. In Grade 5, we have 4 Beginner / Intermediate ELLs in General Education and Self-contained Special Education classes.

We have 3 Advanced ELLs in Grade 5 ICT class, and General Education class. By looking at the data, we see that we need more differentiation in grades where we had more varied proficiency levels. This data can be used to drive instruction for all our ELLs to move them ahead. Grade 1 for example, is mostly Beginners and that shows us that we need to focus on vocabulary, and beginning reading skills. In Grade 3, where both of our ELLs are Advanced, we can try to focus on higher level thinking skills and academic language to move them ahead and have them reach proficiency on the NYSESLAT and State ELA and Math tests. In grades where we have all 3 levels, we need more differentiation because of the varied proficiency levels. The children who took tests in their native language were in 4th and 5th Grade last year. The children who took the Math test in Spanish scored Level 1 on the Math test and Level 1 on the ELA. Our 4th Grader who took the test in Korean scored a Level 4 on the Math test, and a Level 3 on the Science test, and did not take the ELA. Our data for the LAB-R shows that we have 4 Beginners in Kindergarten, 2 Intermediates, and 4 Advanced students. During push-in, in the Kindergarten class, we will be working on Speaking, Reading and Writing, for the Beginners, as well as more advanced skills for the Advanced ELLs.

3. After carefully analyzing the patterns across NYSESLAT modalities - Reading / Writing, and Listening / Speaking, we have come to the conclusion that most of our ELLs were stronger on Listening / Speaking. Thus, we are putting more emphasis on Reading / Writing skills for those students without turning our backs on Listening / Speaking for those students who still need help in those areas.

4b. We will be using the results of the Periodic Assessment to focus on the areas in which the ESL students need improvement.

4c. We use the Item Analysis from the Periodic Assessment to determine trends which will guide instruction in Listening, Speaking, Reading, and Writing for our ELLs. The ESL Periodic Assessments show that we need to have more focus on Reading and Writing skills, especially in the content areas, and in informal texts. We use native language with our Upper Grade Beginner ELLs. We use glossaries, translated exams, translated alphabet charts, as well as bilingual dictionaries. We also have reading books in other languages. We use native language with our Imagine and LeapFrog programs to help the children understand the directions.

5. We do not have dual language programs at P.S. 193.

6. We use the NYSESLAT scores and State Reading, Math and Science scores to evaluate the success of our program for ELLs.

### 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:** PS 193 Alfred Kennedy

**School DBN:** 25Q193

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joyce Bush	Principal		10/19/11
Diane Tratner	Assistant Principal		10/19/11
Judith Rodriguez	Parent Coordinator		10/19/11
Madelyn Wasserman	ESL Teacher		10/19/11
Athena Pappas	Parent		10/19/11

School Name: PS 193 Alfred Kennedy

School DBN: 25Q193

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leonard Micharlsen	Teacher/Subject Area		10/19/11
Susan Pesso	Teacher/Subject Area		10/19/11
	Coach		1/1/01
	Coach		1/1/01
Meiling Liu	Guidance Counselor		10/19/11
	Network Leader		1/1/01
Maria Karastathis	Other <u>IEP teacher</u>		10/19/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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

DBN: 25Q193 School Name: PS 193 Q

Cluster: CEI-PEA Network: 535

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

### **Part A: Needs Assessment Findings**

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

PS 193Q uses the results from the Learning Environment Survey as well as school-created surveys and evaluations to determine the translation needs of our school community. We also use the ATA OTELE report and the Home Language Information forms (HLIS) to assess this need.

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.

a) Three major languages spoken in PS 193Q other than English are : Chinese, Korean and Spanish.  
b) The following languages are spoken by a small number of parents : Greek, Arabic, Farsi, Italian, Persian, Hungarian, Japanese, Urdu, Polish, Portugese and Pashtu.  
These findings are reported to the school community via parent newsletter.

## Part B: Strategies and Activities

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

Open School invitations  
Special event / activity announcements, school newsletter  
Central notices not already available in translated versions, etc.

School automated messaging system is able to send school-wide messages in Spanish, Chinese and Korean.

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.

In-house school staff or parent volunteers are available for oral interpretation at:

- student admissions
- ELL Parent Orientation
- \_PTA meetings, Open School, special events / activities, parent workshops
- group or individual parent meetings
- counseling
- telephone communications

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>.

Parent Coordinator and School Secretary maintain a list of parents who need translation services. Notices are sent in specific languages needed. Letters are sent to DOE Translation Office for general translation of form letters. The school will access the need for services, and provide 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: Alfred J. Kennedy	DBN: 25q193
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers:

### 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: There will be two certified ESL teachers working with the 3rd-5th grade ELLs, SPELLs, and FELLs for the ESL Title III After School Program, beginning on January 7th, 2013 and ending on May 20th, 2013. The program will take place every morning from 7:50am-8:20am, amounting to approximately 70 thirty minutes sessions. There will be between 15-20 students attending the morning Title III program. We have 2 FELLs attending while the remaining students are SPELLs. Students will be divided into two groups: beginner and intermediate in one group and advanced in the other. The groups, however, will be flexible and change throughout the year as the students progress. A review of our student data shows that our special education ELLs are long term ELLs who will be a priority and the targeted group for the Title III program. They will be given extra support and small group instruction to work on their listening, speaking, reading, and writing skills in order to achieve proficiency on the NYSESLAT as well as sufficient growth on the ELA and math tests. These students scored lower on the reading/writing components of the NYSESLAT than on the listening/speaking components, so we will be focusing more attention on reading and writing skills. We will provide data driven lessons for this group using a variety of instructional materials. The students will work with Rigby InStep Readers, which is a leveled reading program with a dual pathway for ELLs and struggling readers in grades 3-8. With 20 levels (A-T), InStep Readers gives ELLs and struggling readers scaffolded instruction in reading characteristics, developmental phonics, and language building. Our goal is to help these students reach on-grade literacy achievement so they can succeed in school and beyond. Students will also work on improving test taking strategies through explicit instruction from teachers. They will be presented with specific math strategies, identified through the analysis of data and supported through the use of manipulatives. All lessons presented by teachers will be differentiated to assure that each student is making academic gains. As the teachers are working with small groups, students will be able to work independently using Imagine Learning. The Imagine Learning program provides instruction and practice in the five essential components of reading; phonemic awareness, phonics, vocabulary, fluency, and comprehension. It provides strategic first language support in thirteen languages. We will also use the Leveled Literacy Intervention Program, another research-based leveled reading program for ELLs and struggling readers.

### 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: On December 10th and 17th of 2012, our fully-certified ESL teachers met twice for professional development before the start of the Title III program. They studied the programs to be implemented throughout the program – Rigby InStep Readers and Leveled Literacy Intervention. At a

### Part C: Professional Development

PPT meeting on January 3rd, 2012, a faculty member trained in the Leveled Literacy Intervention Program trained ELL teachers on how to efficiently utilize the program's resources. The professional development activities will provide time for classroom teachers to meet with the Title III service providers. These meetings will be used to share data and goals that we will all focus on as we differentiate instruction for ELLs. The ESL teachers will share research-based practices in reading instruction and focus on the following areas for ELLs: phonemic awareness, vocabulary, fluency, and comprehension. We will also share research-based data on teaching ELLs writing skills and strategies. The Title III service providers will share the best practices for ESL instruction during faculty conferences, which will take place from 8:00-8:20am in January, March, and May of 2013. Our fully-certified ESL teachers will also meet with classroom teachers who are servicing our ELLs during common preps. We will be starting several "lunch and learns" during which time, ESL research-based programs and strategies will be shared with classroom teachers. Our network ESL instructional specialist will provide and/or arrange for professional development for the teachers of Title III ELLs.

### Part D: Parental Engagement Activities

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

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

Begin description here: Our ESL teachers, parent coordinator, and guidance counselor will serve as resources by providing outreach for parents of ELLs. They maintain materials in different languages that can assist parents in understanding all school services and programs, including but not limited to ESL. In addition, they will present workshops on strategies that parents can use to help their children with homework, vocabulary development, literacy, math, and other academic skills. Workshops will also include information on ESL and state testing. These workshops will take place in February and March of 2013 as our ELLs prepare for the ELA, math, and NYSESLAT tests. These workshops will be administered by our fully certified ESL teachers as well as two teachers in testing grades, one of which is a special education teacher. The first workshop will be titled How We Can Help Our Children Succeed. The second workshop will be titled Preparing for the ELA, Math, and NYSESLAT Tests. Parents are invited to all school-wide events and encouraged to participate in their child's education. School-wide handouts are translated in the parents' home language, when applicable. At the start of the year, parents will receive a letter from Imagine Learning, explaining the program and describing ways parents can help continue their child's literacy education at home. The program then generates progress reports (in one of the fifteen languages the program supports) that the child brings home. The reports itemize students' accomplishments and offers reminders of which skills students should practice and review at home. The software also generates materials to be worked on at home.

### Part E: Budget

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$5,517.00	Each teacher will work 2 1/2 hours per week (7:50-8:20 AM). Program will be 22 weeks, from Nov. 26 to May 31 2 Teachers per session = \$5,517.00 (\$2,758 X 2)
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	??????	
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)	\$5,700	Imagine Learning software license renewal
Travel		
Other		
<b>TOTAL</b>	\$11,216	