



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: P.S 253 Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q253

PRINCIPAL: ROBIN L. JOHNSON

EMAIL: RJOHNSO2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Robin L. Johnson	*Principal or Designee	
William Easteadt	*UFT Chapter Leader or Designee	
Roslyn Mendez	*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	
Cindy Ramirez	Member/ Teacher	
Jennifer Sullivan	Member/ Teacher	
Michele Iavarone	Member/v Teacher	
Brenda Tribble	Member/ Parent	
Jacqueline Haskins	Member/ Parent	
Patricia Rivas	Member/ Parent	
Rasha Dawoud	Member/ Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Improve teacher pedagogy through explicit and focused feedback with clear next steps that ensure improvement of student learning and achievement. (QR page 6)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 x 2.2 School leader’s vision

 x 2.4 School leader’s use of resources

 x 2.3 Systems and structures for school development

 x 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013 administrators will enhance pedagogical practices in questioning and discussion techniques by conducting 5(SFO’s, Informal, Snapshots, Checklists) observations to provide specific, timely and useful feedback to all teachers, using a research based rubric.

Instructional strategies/activities

- a. Principal and Assistant Principals will visit each teacher’s classroom at least 5 times over the course of the year, and provide teachers with formative (not for file) written or verbal feedback aligned to 3 school-selected competencies. (1e, 3b, and 3d)
- Formative feedback will be given in a timely fashion to staff.
 - Feedback will result in improvement in teacher practice.
 - Feedback and next steps will be monitored and documented for each teacher.
 - Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.
 - Early in the school year, school leaders ask for teachers’ input on the type(s) of feedback they find most helpful.
- b. Principal and Assistant Principals will conduct observations
- c. Improvement of each teacher’s state data report.
- d. School leaders set up and follow a monthly schedule for teacher observation and formative feedback aligned to school-selected Danielson competencies
- e. N/A

Budget and resource 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 IA Title IIA Title III Set Aside Grants :

Service and program coordination

- As a title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111,
- Professional instructional materials to support curriculum development and teacher effectiveness during the regular school day..

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

Improve teaching practices to expand on teachers' use of differentiated approaches to learning so that all lessons are effectively challenging and elicit higher order thinking that leads to improvements in student progress.(QR page 5)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input type="checkbox"/> 3.2 Enacted curriculum	<input checked="" type="checkbox"/> 3.4 Teacher collaboration
<input checked="" type="checkbox"/> 3.3 Units and lesson plans	<input checked="" type="checkbox"/> 3.5 Use of data and action planning

Annual Goal #2

By June 2013, all students in Pre-K through 5 will have engaged in 4 performance tasks aligned to Common Core Learning Standards (CCLS). 2 Instructional Tasks in ELA and 2 in Mathematics.

Instructional strategies/activities

- a) Teachers will use the *Schoolwide Genre Writing Units* on a daily basis to improve students' writing skills. These sessions will include modeled writing, interactive writing and independent writing. In addition, teachers will provide lessons that will include: brainstorming, researching, writing, editing, final drafting and the presentation of written material. This program will service general and special education students, at-risk students and ELLs. Additionally, multiple graphic organizers will be implemented and integrated within the Writer's Workshop to support student growth in writing skills.
- b) The staff used to implement these strategies will be classroom teachers, AIS providers, ESL teachers, to provide small group instruction for at-risk, students with special needs and ELLs. In addition, coaches will provide professional development to help teachers implement the writing program and provide remediation strategies to address students' skill deficiencies. These PDs will be provided before, during and after school. The PD team will provide lunch and learns and study groups that focus on the writing tasks for the CCLS.
- c) Our educators will meet to examine and discuss student work with the goal of improving instruction and student outcomes in this writing area. Evaluations include: Weekly Journeys assessments; monthly unit assessments; monthly writing pieces; daily reflections/summaries in ELA and mathematics; and an increase in writing performance on the written responses of both the ELA and mathematics state examinations.
- d) The implementation begins at the culmination of the 1st performance task in the Winter of 2012 and will continue throughout the school year to June, 2013.
- e) Instructional supplies to support the enhancement of student's writing skills. *Schoolwide Genre Writing Units* by Schoolwide, Inc. (Fundamentals grades K – 5) was purchased to provide students with an intellectually rigorous writing experience that will help them gain fluency and improve their analytical and writing skills.

Budget and resource 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	<input type="checkbox"/> Title IA	<input type="checkbox"/> Title IIA	Title III	Set Aside	<input type="checkbox"/> Grants	<input checked="" type="checkbox"/> Priority Focus= See Galaxy Allocation
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Service and program coordination

- As a title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111,
- Professional instructional materials to support curriculum development and teacher effectiveness during the regular school day.
- By June 2013, all students in PreK-Grade 5 will have engaged in at least 2 written performance tasks aligned to the Common Core Learning Standards. Students will meet this goal through daily immersion of our School Wide Genre Writing program which includes research skills, and genre and writing skill studies.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

Ensure that assessment practices at the team and the classroom level continuously identify specific learning needs of students and are used consistently across classrooms to improve student outcomes. (QR page 5)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, PS 253 Queens will provide 90 minute professional development meetings weekly to discuss, create, and implement best classroom practices to support the CCLS, school subgroups as evidenced by classroom observations.

Instructional strategies/activities

a) Professional development will encompass:

- learning to use knowledge about students' backgrounds, interests and developmental learning needs to inform the planning of curriculum and instruction;
- becoming proficient in establishing and articulating goals and activities for student learning that promote critical thinking and problem solving;
- becoming experts at developing and sequencing instructional activities;
- learning to use formal and informal student assessments in short and long term planning;
- using instructional strategies appropriate to the students' learning needs;
- learning to better modify instructional plans to ensure opportunities for all students to learn;
- designing short and long term plans to foster student learning
- ensuring access to challenging and diverse academic content.

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

The administration, teachers, staff developer, mentors and team leaders systematically conduct professional development sessions and demonstration lessons. These sessions provide the staff with strategies to assess and improve student achievement. Each grade has its prep period the same time each day. This allows the teachers to meet and discuss methodologies that would allow students to achieve. In addition, monthly grade conferences are held in order to monitor and address the particular needs of the teachers and students. Monthly faculty conferences are also used to provide PD. Educators are also provided with additional opportunities to attend PD sponsored by the DOE, Knowledge Network, and/or other educational entities.

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: 2012 school year allotted a 45 minute period to improve student gains. In the year 2012-2013 we will move to a 90 minute block weekly allows grade teams to improve on existing work and initiate discussions regarding DOK, UDL, student work, Danielson, performance tasks and curriculum maps.

- Once content is discussed, staff will evaluate work, tasks, and maps to align with the CCLS.
- All teachers of the PS 253Q community will receive ongoing professional development in the form of Inquiry team meetings and Curriculum Mapping meetings.
- Grade 3, 4 and 5 staff members will receive ongoing professional development in acuity training, utilizing performance based data to create and drive instruction.
- Student portfolios in Literacy and Mathematics will be maintained monthly.

- The following staff will meet with the teachers: Administration, Math and Literacy specialists, Academic Intervention Services, Early Intervention specialists, and ESL. These lead teachers will train and monitor staff, thus creating learning communities and building capacity in regards to how their data from Periodic Assessments/Classroom Assessments, Predictive, and Diagnostic (ITA) assessments should design/determine targeted lesson planning for students.
- Provide Professional Development in enhancing the analysis of data to determine how students are performing.
- Work with the Data Specialist to deepen staff awareness and understanding of all relevant school data/ both hard and soft.

d) From September 2012 till June 2013.

e) We will create an after school and Saturday program to support the Common Core State Standards, through focused instruction for targeted students.

1) The after school program will consist of 15 teachers (Grades 2-5), 45 sessions x 1 ½ Hours x per session rate.
An administrator will supervise this activity for the same time frame. 45 sessions x 1 ½ Hours x per session rate.

2) The Saturday program will also consist of 9 teachers (grades 2-5) 15 sessions x 3 hours x per session rate.
An administrator will supervise this activity for the same time frame. 15 sessions x 3 Hours x per session rate

We will create an ELL after school and Saturday program to support the Common Core State Standards through focused instruction for targeted students.

1) The after school program will consist of 4 teachers (Grades 2-5). 45 sessions x 1 ½ Hours x per session rate.
An administrator will supervise this activity for the same time frame. 45 sessions x 1 ½ Hours x per session rate.

2) The Saturday program will also consist of 4 teachers (grades 2-5) 15 sessions x 3 hours x per session rate
An administrator for the same time frame. 15 sessions x 3 hours x per session rate

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other: Priority Focus/Fair Student Funding

See Galaxy Allocations

Service and program coordination

By June 2013, PS 253 Queens will provide professional development for all teachers for 90 minutes each week (entire school year), to ensure that all educators show proficiency with curriculum, student learning and good teaching practices. We will achieve this goal through weekly teacher-team meetings, grade conferences, teacher-classroom inter-visitations, off-site professional development workshops, self-selected professional development goals, and lunch and learns.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

Formalize systems that regularly evaluate the quality of curricular and instructional decisions with a focus on modifying policies and practices that ensure coherence across classrooms. (QR page 6)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

By June 2013, PS 253 will utilize school-wide interim assessments 4 times a year to benchmark, monitor and measure student progress towards instructional goals as measured by school created rubrics aligned to CCLS.

Instructional strategies/activities

- a.) By September 2012, each grade will have created a benchmarking calendar and identify the assessment tool which will be used to monitor students' progress.

Collaborate with administrators to develop a benchmarking assessment calendar for teachers. The calendar will clearly communicate the assessment tool. Collaborate with administrators on providing professional development opportunities to analyze the results of benchmark assessments. Response to Intervention- RTI supports much of the work currently being done in our schools to strengthen instruction for all students and provide targeted intervention for students demonstrating patterns of concern. In addition, the Fountas and Pinnell Benchmarking System and the NY CCLS Ready Practice Tests will be used as an ongoing assessment to monitor student progress.

- b.) Administrators and specialists (provides professional development opportunities weekly to analyze the results of benchmark assessments) Classroom Teachers, Support Personnel (RTI supports much of the work currently being done in our schools to strengthen instruction for all students and provide targeted intervention for students demonstrating patterns of concern)
- c.) Develop a benchmark calendar that indicates student performance quarterly using specific assessment tools that are relevant to each grade. Lower Grades – Foundations, Upper Grades – Acuity
- d.) Four quarterly benchmarks (October, January, April, and June) will be created for use during the 2012 – 2013 school year.
- e.) Target population/school wide. Content = ELA and Mathematics Instructional Material to support the CCLS.
Priority Focus for ELA CCLS books (testing consumables) for grades 3-5
 - 1) Curriculum Associates, LLC- Ready New York CCLS Practice is a review program for the Common Core Learning Standards for Mathematics and ELA in grades 3-5.
 - 2) Curriculum Associates, LLC- Ready New York CCLS Instruction is a review program for the Common Core Learning Standards for Mathematics and ELA in grades 3-5.
 - 3) Curriculum Associates, LLC i-Ready Diagnostic and Instruction reading and Mathematics Grades K-5 for screening, creation of an action plan with individualized instruction and the monitoring of each student.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other: Priority Focus/See Galaxy Allocations

Service and program coordination

- As a title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111.
- Professional instructional materials to support curriculum development and teacher effectiveness during the regular school day.
 - Priority Focus for ELA CCLS books (testing consumables) for grades 3-5
 - 1) Curriculum Associates, LLC- Ready New York CCLS Practice is a review program for the Common Core Learning Standards for Mathematics and ELA in grades 3-5.
 - 2) Curriculum Associates, LLC- Ready New York CCLS Instruction is a review program for the Common Core Learning Standards for Mathematics and ELA in grades 3-5.
 - 3) Curriculum Associates, LLC i-Ready Diagnostic and Instruction reading and Mathematics Grades K-5 for screening, creation of an action plan with individualized instruction and the monitoring of each student.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- The school will prioritize ways to communicate with families that keep them informed of their children's progress and performance leading to an increased understanding of academic and social-emotional expectations. (QR page 3)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

By June 2013, School leaders and faculty will work diligently to engage students and their families in ongoing conversations about progress and performance. Communication will include pre and post performance task letters, midyear progress reports, acuity results, report cards, dialogue with administration, SLT, ELA and Math parent workshops. As measured by our school environment survey.

Strategies to increase parental involvement and engagement

- a.) The parent coordinator plans and delivers workshops and newsletters in response to parents' request or to provide information regarding the school's instructional goals. Interim progress reports are sent home with progress monitoring data for reading, writing, mathematics, attendance, and behavior. Agenda books that are sent home by the teacher every night serve as a venue of communication between teacher and parent as needed. The principal has monthly "Dialogue with Parents" meetings to maintain open lines of communication to address concerns include participants in the school's decision-making processes. Administration is exploring their latest idea using a phone messaging system to further complement present communication systems. There are unified efforts to coordinate attendance and social-emotional development for all students. School wide initiative the "Right Choice Program", reinforces exemplary behavior and character development.
- b.) Parent Coordinator, School Leadership Team, Parent Teacher Association, Administrators, Coaches, Support Personnel
- c.) Increase in parental attendance, volunteers, membership
- d.) Monthly Meetings, Calendars, Events, Workshops, ARIS Training Classes.
- e.) Per Session for parent workshops in ELA and Mathematics. (5 teachers for 2 hours for 2 days)Fair Student Funding,
To better assist our students and parents will use priority focus money to hire an F-status guidance counselor to better serve the needs of our school community.

Budget and resource 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 Set Aside Grants **X Fair Student Funding/Priority Focus**

Service and program coordination

- As a title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title 111,
- Professional instructional materials to support curriculum development and teacher effectiveness during the regular school day.

Per Session for parent workshops in ELA and Mathematics. (5 teachers for 2 hours for 2 days)Fair Student Funding,

We will purchase the program ACHIEVE 3000 with differentiated instruction solutions to assist the students and parents in a home school connection.

In addition this program will assist with our school wide RTI step by step approach for our intervention plans.

To better assist our students and parents will use priority focus money to hire an F-status guidance counselor to better serve the needs of our school community.

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	The AIS providers meet with individual students on a weekly basis during the school day and reinforce the strategies outlined in the Achieve 3000, Foundations Program, RTI and Wilson Program. Our ELL's also receive services with "English on Our Way" material after school in small groups..	Our 2-5 grade students are invited to attend Saturday Academy/Enrichment programs and work collaboratively in small groups using a multitude of resources that range from authentic literature to Test Sophistication	In addition, the 37 ½ minute extended time program allows teachers to meet the needs of our level 1 and 2 students with supplemental grade appropriate tasks in a tutorial setting. During the school day, students receive differentiated instruction in guided reading/writing groups and center activities
Mathematics	Mathematics intervention is provided to all level 1 and 2 students. The strategies include the use of the CCLS Mathematic Standards aligned with Math Steps and GoMath.	These services are provided through small group instruction, one to one peer tutoring.	Service will be provided during the school day, 37 ½ minute extended day and the Saturday Program.
Science	Harcourt Science Program (Alternate Lessons Companion) small group instruction daily.	Measuring UP/NYState Coach (1 to 1 tutoring) before and after school.	Extracurricular Hands-on lessons (small group instruction) Saturday program. Test sophistication (small group instruction) during the day.
Social Studies	During the school day, students work in small group	The upper grades support personnel work with students	At risk students receive intervention during the 37 ½

	centers to support the knowledge they obtain from the topics studied in the scope and sequence.	individually and in small groups using the Social Studies: New York City series.	minute tutorial and Saturday Program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students receive guidance at-risk services consisting of: individual and group counseling to address personal issues, peer conflicts, academic issues, outside referrals, administration for children services intervention, foster agencies/family issues. The school Psychologist is available to provide pre-referral or crisis-oriented behavioral guidance to students experiencing emotionally stressful circumstances or presenting classroom behavioral difficulties, after parent consent.	At risk Counseling for high risk students. Behaviors included: not following rules, disruptive behavior, mental health issues, community referrals, support services for staff & students, counseling needs to be approved by parent and be in group or on an individual basis. At risk individual and group counseling to address: specific hygiene issues, health related concerns, environmental infestation, medication, (home and/or school) previous or upcoming hospital visits, abuse issues, transportation safety, nutrition and suicide intervention. Service is provided during the school day, as needed	Service is provided during the school day as needed.

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.

- **Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.**
- **The pupil personnel secretary will work closely with the network Human resources point person to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **Mentors are assigned to support struggling and un-qualified teachers.**

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

PS 253Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part

A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Support home-school relationships and improve communication by:

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

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;

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

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

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.

School Parent Compact
2012 - 2013

1. Regularly scheduled Parent Workshops will be provided for all parents, to develop knowledge, instructional programs, and assessments for city and state standards, Chancellor's Promotional Policy, E-Clas-2, Student Code of Behavior and The Citywide Standards of Discipline and Intervention Measures.
2. Parents will be notified through a monthly calendar, letters, flyers, as to the date and time of meetings and workshops to address the implementation of instructional programs, school events, school closings, NYCDOE testing dates etc.
3. Parents and P.S. 253Q will share responsibility for student performance through P.T.A. Meetings, Parent/Teacher Conferences, School Leadership Team Meetings, and ongoing parent/school communications.
4. Parent involvement will occur through attendance at Annual Back to School Night to present and discuss curriculum expectations, assembly programs, and parent volunteers for the classroom, cafeteria, library, PTA meetings, fundraising events, and outreach by the Parent Coordinator.
5. Meetings are scheduled at various times during and after the school day to accommodate parents.
6. P.S. 253Q is a School Wide Program School which supports and encourages Parent Involvement.

Robin L. Johnson/Principal

Roselyn Mendez / PTA President

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 C Amundsen Joanne Brucella/201	District 27	Borough Queens	School Number 253
School Name P.S. 253Queens			

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

Principal Robin L. Johnson	Assistant Principal Fred Iorio / Miryam Schwartz
Coach Glenda Miller	Coach Annie Dindial
ESL Teacher Cyd Disler	Guidance Counselor Pat Meeks
Teacher/Subject Area Ms. Vargas/Grade 1	Parent Roselyn Mendez
Teacher/Subject Area Ms. Rodriguez/Kindergarten	Parent Coordinator Jean-Marie Fougere
Related Service Provider Candra Sutherland	Other Ms. Ramirez/Grade 3
Network Leader Joanne Brucella	Other G. Quintana/ Grade 2

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	488	Total Number of ELLs	90	ELLs as share of total student population (%)	18.44%
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Part II: ELL Identification Process

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

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

The identification process is completed within 10 days of the child's initial enrollment to determine if a child is eligible for ESL services. During the initial contact with the parent and child, the HLIS is administered with the assistance of the ESL teacher or the pedogue. An informal interview is conducted with the parent and child after the HLIS is filled out. The pedogues who will assist with the screening and administering of the HLIS includes Ms. Disler (ESL teacher), Ms. Dindial (Literacy Coach) Ms. Miller(Math Coach), Ms. Wilson, Ms. Vargas(grade 1), and Ms. Rodriguez(Kindergarten teacher). Ms Disler, Ms Wilson, Ms. Vargas and Ms Rodriguez speak Spanish. The ESL teacher or pedogue conducts an oral interview with the parent and child separately in English and in their native language. The child is given an informal assessment to see if the child is eligible to be tested on the LAB-R. If a survey indicates that a second language is used at home only some of the time (only 1 or 2 questions are responded to with a second language), other information will also be looked at such as whether the student went to an English speaking school for pre-kindergarten, report cards from the other school and how much time they spent in the other school. The pedogue is present during this process. If it is decided that the child does speak another language, the Lab-R is administered by Ms. Disler within the ten day period. If the child speaks Spanish, and scores a beginning, intermediate or advanced on the LAB-R, the student will take the Spanish LAB.

The ESL teacher reviews NYSESLAT scores by looking at the listening/speaking and reading/ writing sub tests. We print out the RLAT and the RMNR and make graphs of the students' performance as a total score by grade, listening/speaking subtests and reading/writing subtests. Then, the ESL teacher discusses with the classroom teachers and other support services how the students performed and what areas the students need to improve and ways that we can achieve those improvements by setting goals for each child and reviewing these goals throughout the year. This data is shared with the classroom teachers and other support staff involved with these students. In May, all ELLs in the building take the NYSESLAT. The RLER is printed out listing the names of the students who need to take this test. A checklist is kept by the ESL teacher to make sure that each English Language Learner takes all four parts of the exam.

2. Required forms are sent out to the parents. The child will take home an entitlement letter in their native language listing the day and time that the orientation will take place. The child will give the letter to their parents so they can attend the orientation. At the orientation, the three programs will be explained by Ms. Disler (ESL teacher who has an M.A. in TESOL), Ms. Rodriguez(who has an ESL license) or Ms. Vargas(who has a Bilingual Extension). Brochures will be given out to help parents understand their choice as well as an agenda. The orientation movie explaining the three programs (Transitional Bilingual, Dual Language and ESL) will be shown. After a question and answer period, the surveys will be given out and the parents will complete the parent selection forms. The school also holds several parent meetings throughout the year including Meet the Teacher Night. The Parent Coordinator and the Principal play a big part in this process. We also provide translators. Parents and teachers are also at hand to speak about the program. With the help of the Parent Coordinator, Mr. Fougere, parents who did not attend the first orientation are contacted to arrange an orientation meeting. The initial viewing and meeting with parents is held during Meet the Teacher Night. It is also held during the day. This meeting and the completion of the survey must be completed within the first ten days following the child being admitted into a New York City Public School.

3. The ESL teacher, Cyd Disler, keeps a checklist of the names and dates when entitlement letters were sent out as well as a copy of the letter sent. Attendance sheets are also kept for parents that attended the meeting and a list of parents that responded to the survey. Those

parents who did not attend will be called to set up a time to come to the school to attend the orientation meeting. The original copies of the parent surveys are stored in the individual student's cumulative folder in the office while a copy is kept in the ESL teacher's (Ms. Disler) binder. If the form is not returned, the parent is contacted about transferring their child to a transitional bilingual program.

4. Based on the informal assessment at the time of registration and on Lab-R administration and results, students are placed in appropriate ESL instructional programs. Orientation meetings are held by the Parent Coordinator and the ESL teacher in the native language. Placement letters are sent to parents based on their choice on the parent choice form. The students who passed the LAB-R are sent a letter telling parents that they were tested but they are not eligible for ELL services. These letters are sent in their native language. Copies of the letters are kept in a binder by the ESL teacher (Ms. Disler). For students who passed the Spring NYSESLAT with a proficient score parents are sent a letter telling them that the student is no longer eligible for ESL services. The students who continue to be entitled to ELL services based on the Spring NYSESLAT scores are sent home a letter stating that they are still entitled to ELL services and are encouraged to stay in their program of choice. Copies of these letters with the list of names attached and the date sent and each letter sent home are kept in a binder by the ESL teacher.

5. Based on parent surveys and program selection forms the trend in parent choice is for the ESL program in 2011. All the parents chose ESL except one who chose the transitional bilingual program. That parent refused to transfer their child to another school. In 2010, 7 chose a free standing ESL program while 1 chose transitional bilingual program. The parent who chose the bilingual program did not want to transfer to another school. In 2009 all parents (11 out of 12) requested ESL (92% of the parents chose ESL). 1 parent requested a dual language program. During this time the ESL teacher had the parent coordinator look for a dual language program in another school to assist the child and parent. In the end, she declined and the child remains in free standing ESL program. In 2008, 20 out of 25 selected a free standing ESL program. 2 requested a dual language program and 3 requested a bilingual transitional program. Assistance was provided to find a new location but the parents refused to transfer their child to another school.

6. The program push-in/pushout model and self contained are aligned with parent requests in that the majority of parents requested ESL.

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional	0	0	0	0	0	0						0		0

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	45	Special Education	13
SIFE	1	ELLs receiving service 4-6 years	46	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0			0			0			0
Dual Language	0			0			0			0
ESL	45			46						91
Total	45	1	8	46	1	5	0	0	0	91

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

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL														

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	EL L	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL																					

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	8	12	17	13	14								79
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic	1	1												2
Haitian														0
French				2										2
Korean														0
Punjabi														0
Polish														0
Albanian				1										1
Other			1	3	1									5
TOTAL														

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1a. Our model a push-in/pull-out model with co-teaching and self contained ESL classes.

1b. We are a heterogeneous program model with mixed proficiency levels. We also have a block where children of the same grade travel together as a group.

2. Students who are at a beginner and intermediate level proficiency based on the NYSESLAT or LAB-R receive 360 minutes per week of ESL service. The advanced students receive 180 minutes of ESL services and 180 minutes of ELA instruction. These services are built into their daily schedules. To ensure that our ELLs receive the mandated number of instructional time per day, some students are grouped by proficiency levels (beginner and intermediate level) while others are grouped by grade. Kindergarten and grade 1 have self-contained

A. Programming and Scheduling Information

ESL class on each grade level. Grades 2-5 have push-in/ pull-out services. Beginners, intermediate and advanced have 180 minutes of push-in ESL while beginners and intermediate have an additional 180 minutes of pull-out ESL to meet the required minutes.

3. All content area is taught in English using current approaches and methods. We use a hands on, visual and auditory method in order to include all 4 modalities of learning(listening, speaking, reading and writing). Language Experience Approach, Total Physical Response, Q-TEL and CALLA are also methodologies that are used. Furthermore, the ESL program focuses on developing academic language to assist students in content area topics. The teacher models strategies for students. Differentiated instruction is also utilized as a way to help support students with content area topics. Books in the students' native language and content area books with simplified texts also assist students in developing an understanding of content taught.

4. ELLs are appropriately evaluated in their native language through the use of books and translated content. ESL teachers as well as classroom teachers are in contact with support staff as well as the SBST.

5a. SIFE student would be given individual instruction using phonics instruction and grammar. Teachers will work on developing listening skills along with reading and writing. Number sense and basic math skills would also be part of the daily curriculum.

5b. Students receiving services for less than 3 years would receive instruction in oral language skills, writing, reading and developing listening skills. ELLs taking ELA testing would require instruction focused mainly on reading, reading comprehension, answering questions and writing.

5c. Our plan for ELLs receiving service for 4 to 6 years would focus on vocabulary building, reading comprehension, writing skills and listening skills and developing speaking skills. We also provide these children with a great deal of reading materials of different genres. ESL strategies will be used such as CALLA.

5d. Our plan for long term ELLs includes receiving intervention services both in and out of the classroom. After school and weekend enrichment programs along with classroom instruction that is tailored to the students needs. The student will be provided a variety of reading materials from different genres. Grammar and academic language will also be a focus of instruction. We will provide strategies to develop comprehension and language acquisition.

5e. ELLs with special needs will be provided with plenty of visuals and dramatized reading material. Total physical response methodologies will be used to assist in comprehension. Simplifying materials and differentiating instruction are also used.

6. The ELL teacher meets with the School Based Support team and the Assistant Principal to make sure ELL-SWDs get the correct ELL services. In some cases, a Bilingual Assistant helps that student in class throughout the day. The ELL-SWD use the same materials and do the exact same work as the mainstream work. However, the work is differentiated based on the student's abilities and on the IEP. Some students may need simplified instructions using one or two words while others may need simpler language or have the task broken down into smaller parts. Multiple intelligence problem-solving strategies are also used by teachers to promote academic success. These strategies include: linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal and naturalistic.

7. Our school uses curricular, instructional and schedule flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment through Saturday School, afterschool programs, small group instruction, trips, special events like Field Day, lunch time and recess. The ELL-SWD are in the same classes with the mainstream students in Saturday School, after school programs and in small group instruction. At lunch time, ELL-SWDs eat at the same tables and at the same time as the non-disabled students. They also play together at recess

Courses Taught in Languages Other than English ⓘ

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

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

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

Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

Native Language Usage and Supports			
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Our intervention plans for ELLs include AIS (Academic Intervention Services) and RTI (Response to Intervention). Our math and literacy specialists are very active and provide small group instruction for students who need additional support. Modeling strategies to use in Math, Literacy, Science and Social Studies. Other interventions include instructing students in academic language and writing non-fiction pieces are used. Differentiating instruction, simplifying language, using graphic organizers and pictures are also used in targeted intervention programs.

9. For proficient ELLs, we will continue to provide in-class services through the classroom teacher as well as any pull-out service we can accommodate the students with. The student will also continue to have some form of testing accommodation as a way to transition them.

10. For the next school year, we plan on continuing the weekend and after school enrichment. We will also be implementing programs during our morning 37 1/2 minute as well as lunch activities that will allow the student to interact with others socially and academically.

11. N/A We will continue with our programs since they have been very successful in the past.

12. All students are welcome to join in any activities that the school provide. The classroom teachers, ELL teacher, Administration and Parent Coordinator send translated letters home telling parents about the programs and calling parents to encourage them to send their children to these programs. There are specific programs tailored to the needs of the ELL population. The school offers an afterschool program for grades 2 to 5 as well as a 37 1/2 minutes breakfast program. An RTI program is also available for those students who need academic support services. There are also afterschool activities that are available to ELLs. The goals of these programs are to help the student in literacy, math and content area subjects through the use of supplemental activities and materials designed to improve the student's knowledge base and improve strategies to decode words, solve mathematical problems as well as improve comprehension in reading and academic language.

13. Currently, we are using the Wilson program Foundations and Open Court for the lower grades. We also have On Our Way to English, ESL series, Mondo, and Core Knowledge as well as our Everyday Math program Simple Solutions English and Writing, Simple Solutions Math, Science Harcourt curriculum, Journey Reading series for grades 3-6, and Spelling books. In terms of technology, the students use computers. They research subjects on the internet. They play internet games that reinforce math and literacy skills. Achieve 3000 is also used to assist students.

14. Native language is used in ESL classes on a need basis. Spanish story books and Spanish content area books are available in classrooms where there are ELLs. Math worksheets are available to students and teachers to assist non-English speaking students. There are also English/Spanish picture dictionaries to assist these students as well. At present, we have neither a transitional bilingual program nor a dual language program. If we did, we would have story books in the native language available as well as content books in the native language available. This would help students learn to read and further develop their concept development in their native language. Language arts books would also be needed to assist in NLA.

15. The support services are based on student needs, assessments and teacher input.

16. Parents and students are given a tour of the building. They also have the opportunity to meet with the ESL teacher, support staff and parent coordinator to express any concerns or needs before the child comes into the building.

17. N/A

B. Programming and Scheduling Information--Continued

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15. The support services are based on student needs, assessments and teacher input.

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)?

Not Applicable

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.
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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.

Professional development at our school for ELL personnel include attending ELL meetings in Queens region as well as meetings held at P.S. 253. ELL workshops and staff development is also available through the office of ELLs. Training is given to teachers of ELLs and non-ELLs on the topics of how children become ELLs, NYS standards and mandates, Language Acquisition Theory, ESL methodologies and strategies such as LEA, TPR, CALLA and Q-TEL, strategies to help students in math, tips for helping ELLs in the classroom, NYSESLAT testing and data evaluation. Additional topics include strategies to assist students in Science and Social Studies. This is done during staff development days such as Election Day, and Brooklyn Queens Day. It is also done during grade meetings and during faculty conferences which take place once a month. Attendance is taken for these meetings and agendas are given out. Assistant principals, paraprofessionals, guidance counselors, psychologists, occupational /physical therapists, speech pathologists, secretaries and parent coordinators are invited to ELL professional development in school and through the office of ELLs. The support that we provide to staff to assist with the transition from elementary to middle school include data on students and Portfolio assessment as well as binder assessments. The staff also has access to ARIS link. The Parent Coordinator and the Guidance Counselor invite middle school personnel to come to P.S. 253 to talk to parents and students about their school. Meeting are held with individual parents to find the right middle school for each child taking into consideration each child's strengths and trying to match these strengths with the best school. The school leadership, staff, Guidance Counselor and Parent Coordinator listen to parent's concerns and try to guide them into the best choice for a middle school.

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 - 4. Parental involvement is an intricate part of our community. Throughout the school year, the school holds workshops and events that allow for parents to come into the building and take part in classroom and school based activities. Parent involvement activities are based on the classroom instructional curriculum such as holidays and special celebrations. Some events in which parents take part include Hispanic Heritage Day and the Hispanic Cultural Dance Festival as well as Black History Month Celebrations and cultural trips. Parents are always welcome to assist within the school setting. PTA meetings are held in the evening. Workshops include literacy and math night, and game night. Workshops are held during the school day and at night to help parents with homework, parent volunteer training, ESL orientation, ELA information, State math information and programs and services to assist children. The Parent Coordinator hands out surveys to parents throughout the year about Parent Education topics. Parents can put a check next to workshops that they are interested in participating in such as building a child's self-esteem, communicating with your child, helping your child cope with divorce and learning to speak English. These are just a few of the long list of possible workshops. These surveys are distributed at Meet the Teacher Night, PTA meetings and other functions in which parents attend. Parent needs are also based on teacher input. We evaluate the needs of the parents through meetings arranged by the Parent Coordinator and the PTA. Letters sent home are translated so that the information is clear. There are translators present at the meetings to help parents understand what is being said. These translators include Mr. Fougere (the Parent Coordinator), Spanish speaking teachers, parents who speak another language who can translate as well as translators from the DOE and translation unit. The school also partners with agencies such as the Addabo Clinic to provide services to parents of the ELL population. The Parent Coordinator also evaluates the needs of the parents by listening to parent complaints and concerns and relates these issues to the right people and through the correct channels so that the needs of all parents are met.

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	3	5	6	1	2								23
Intermediate(I)	4	3	4	12	6	7								36
Advanced (A)	6	3	5	5	7	5								31
Total	16	9	14	23	14	14	0	0	0	0	0	0	0	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	3	0	0	0							
	I	0	4	5	0	1	1							
	A	0	4	5	13	12	1							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	0	1	0	10	1	3							
READING/ WRITING	B	1	3	5	6	1	1							
	I	0	3	3	12	5	7							
	A	0	1	2	5	7	4							
	P	0	1	4	0	0	1							

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	10	0	3	0	0	0	14
4	2	1	6	0	3	0	0	0	12
5									0
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	6	0	5	0	0	0	13
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

New York State Regents Exam

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

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. Assessment tools that are used for early literacy skills for ELLs include ELAS-2, and informal assessments. The data shows areas that the children need to improve in order to become good readers such as letter sound awareness, names of letter, beginning and ending sounds, decoding and syllabication. This data helps inform our school about areas that each individual child needs to improve in order to move forward as a reader.

2. For the NYSESLAT and LAB-R, the data patterns across proficiency levels shows that there were more beginners in the Kindergarten and First grades and more intermediate level students are in the Second, and Third grade. In the Fourth and Fifth grades, we have the highest level of advanced students.

3. Instruction will be based on the needs of each individual student. Based on the NYSESLAT scores, the teacher plans how the content will be taught, which children will be grouped together, and how instruction needs to be differentiated. Students who are proficient in listening and speaking will focus on reading and writing skills. Those students who have not mastered listening/speaking and reading/writing will spend more time in all areas. Goals will be set throughout the year to focus on areas that the child needs improvements in. The ELL teacher, AIS teacher, classroom teacher, literacy and math coaches and SETTS teacher (if applicable) will be involved in this process.

4a. Students are showing improvement across grade levels. However, when we examine our AMAOs, ELLs need to make greater gains from year to year in their progress. Staff members involved in this process include ELL teachers, classroom teachers, Assistant Principals, Principal, and Literacy and Math Coaches.

4b. Based on ELL periodic assessments, instruction is tailored to meet the needs of the children who are scoring below range and those who do not make enough progress from the October test to the March test. Goals that were previously set for each child academically are re-examined based on the assessment outcomes. School leadership and classroom teachers use these assessments to drive instruction, differentiate instruction, set up programs in the building, evaluate current methods of teaching and look at other materials to use.

4c. The information we have gathered from the periodic assessment shows that grammar instruction needs to be implemented on a daily basis as well as writing. Reading and ESL strategies needed to be used to facilitate reading comprehension.

5. N/A

6. We evaluate the success of our program based on assessment data, informal assessment and formal assessments such as the NYSESLAT ELA, NY State, math, NY State science Acuity, and E-class and E-PAL testing.

New York State Regents Exam

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

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. Assessment tools that are used for early literacy skills for ELLs include ELAS-2, and informal assessments. The data shows areas that the children need to improve in order to become good readers such as letter sound awareness, names of letter, beginning and ending sounds, decoding and syllabication. This data helps inform our school about areas that each individual child needs to improve in order to move forward as a reader.

2. For the NYSESLAT and LAB-R, the data patterns across proficiency levels shows that there were more beginners in the Kindergarten and First grades and more intermediate level students are in the Second, and Third grade. In the Fourth and Fifth grades, we have the highest level of advanced students.

3. Instruction will be based on the needs of each individual student. Based on the NYSESLAT scores, the teacher plans how the content will be taught, which children will be grouped together, and how instruction needs to be differentiated. Students who are proficient in listening and speaking will focus on reading and writing skills. Those students who have not mastered listening/speaking and reading/writing will spend more time in all areas. Goals will be set throughout the year to focus on areas that the child needs improvements in. The ELL teacher, AIS teacher, classroom teacher, literacy and math coaches and SETTS teacher(if applicable) will be involved in this process.

4a. Students are showing improvement across grade levels. However, when we examine our AMAOs, ELLs need to make greater gains from year to year in their progress. Staff members involved in this process include ELL teachers, classroom teachers, Assistant Principals, Principal, and Literacy and Math Coaches.

4b. Based on ELL periodic assessments, instruction is tailored to meet the needs of the children who are scoring below range and those who do not make enough progress from the October test to the March test. Goals that were previously set for each child academically are re-examined based on the assessment outcomes. School leadership and classroom teachers use these assessments to drive instruction, differentiate instruction, set up programs in the building, evaluate current methods of teaching and look at other materials to use.

4c. The information we have gathered from the periodic assessment shows that grammar instruction needs to be implemented on a daily basis as well as writing. Reading and ESL strategies needed to be used to facilitate reading comprehension.

5. N/A

6. We evaluate the success of our program based on assessment data, informal assessment and formal assessments such as the NYSESLAT ELA, NY State, math, NY State science Acuity, and E-class and E-PAL testing.

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

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

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

1. Assessment tools that are used for early literacy skills for ELLs include ELAS-2, and informal assessments. The data shows areas that the children need to improve in order to become good readers such as letter sound awareness, names of letter, beginning and ending sounds, decoding and syllabication. This data helps inform our school about areas that each individual child needs to improve in order to move forward as a reader.

2. For the NYSESLAT and LAB-R, the data patterns across proficiency levels shows that there were more beginners in the Kindergarten and First grades and more intermediate level students are in the Second, and Third grade. In the Fourth and Fifth grades, we have the highest level of advanced students.

3. Instruction will be based on the needs of each individual student. Based on the NYSESLAT scores, the teacher plans how the content will be taught, which children will be grouped together, and how instruction needs to be differentiated. Students who are proficient in listening and speaking will focus on reading and writing skills. Those students who have not mastered listening/speaking and reading/writing will spend more time in all areas. Goals will be set throughout the year to focus on areas that the child needs improvements in. The ELL teacher, AIS teacher, classroom teacher, literacy and math coaches and SETTS teacher (if applicable) will be involved in this process.

4a. Students are showing improvement across grade levels. However, when we examine our AMAOs, ELLs need to make greater gains from year to year in their progress. Staff members involved in this process include ELL teachers, classroom teachers, Assistant Principals, Principal, and Literacy and Math Coaches.

4b. Based on ELL periodic assessments, instruction is tailored to meet the needs of the children who are scoring below range and those who do not make enough progress from the October test to the March test. Goals that were previously set for each child academically are re-examined based on the assessment outcomes. School leadership and classroom teachers use these assessments to drive instruction, differentiate instruction, set up programs in the building, evaluate current methods of teaching and look at other materials to use.

4c. The information we have gathered from the periodic assessment shows that grammar instruction needs to be implemented on a daily basis as well as writing. Reading and ESL strategies needed to be used to facilitate reading comprehension.

5. N/A

6. We evaluate the success of our program based on assessment data, informal assessment and formal assessments such as the NYSESLAT ELA, NY State, math, NY State science Acuity, and E-class and E-PAL testing.

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: 253

School DBN: 27Q253

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robin Johnson	Principal		10/14/11
Fred Iorio	Assistant Principal		10/14/11
Jean Fougere	Parent Coordinator		10/14/11
Cyd Disler	ESL Teacher		10/14/11
R. Mendez	Parent		10/14/11
Leonela Vargas	Teacher/Subject Area		10/14/11
Ms Rodriguez	Teacher/Subject Area		10/14/11
Glenda Miller	Coach		10/14/11
Annie Dindial	Coach		10/14/11
Pat Meeks	Guidance Counselor		10/14/11
Joanne Brucella	Network Leader		10/14/11
Miryam Schwartz	Other <u>Assistant Principal</u>		10/14/11
Candra Sutherland	Other <u>SETTS</u>		10/14/11
Ms. Ramirez	Other <u>Grade3</u>		10/14/11
G. Quintana	Other <u>Grade2</u>		10/14/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q253 School Name: P.S. 253Q

Cluster: 2 Network: 210

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

Part A: Needs Assessment Findings

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

P.S. 253 Queens is made up of 52% Black (African American), 41% Hispanic and 1.5% Asian students. There are 90 English Language Learners which makes up 18% of the school community. The languages other than English include Spanish, Haitian Creole, Mandinka and Chinese. All communications to parents are translated into their home languages by support personnel who read, write and speak the appropriate languages. Home language is determined at the time the child is registered for the first time at our school through the use of the Home Language Survey. The ESL teacher or a pedogue determines the primary language by responses on the survey and through an oral interview. Records are kept in the office of each parent's primary language.

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.

According to the needs assessment findings, language concerns from the previous year and current year, staff was selected based on certifications and language proficiencies in English and in Spanish. As a result, the staff members are available for translation and interpretation services at our school. This practice has enabled parent involvement to increase tremendously. Our findings were reported to the community through Parent Teacher Conferences, parent meetings, grade conferences and staff conferences.

Part B: Strategies and Activities

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

All written communications that need to be disseminated to the parents and the community are done either by the translation unit from the Department of Education website or in-house translations by staff members. communications at PTA meetings are done by bi-lingual parents or staff members that attend the meetings. All parents are informed in their native language so that all parents are part of the community. In addition, a welcome sign in a variety of languages is present at the entrance of the school to make everyone feel at home at P.S. 253. There are also signs inside and outside the building in different languages giving parents information about events and important dates.

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

Oral translation services are provided by in-house personnel. 30% of our staff is bi-lingual and can meet the needs of the students, parents and community. The translation Unit is used to translate over the phone and at meetings as well.

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>.

Chancellor's Regulation A-663 deals with establishing procedures for making certain LEP parents are given opportunities to participate in and have access to services that will benefit their children. This is accomplished at our school by identifying students and parents who speak another language through the registration process and by parents filling out the Home Language Survey. Primary language is determined within 30 days of admission to the school. Records are kept in the office of parents who need translated copies of school calendars, notices, letters, and important school notifications. There are translators in the school and through the DOE Translation Unit that are always ready to help parents. Outside agencies in the community are also available to help non-English speaking parents who require services as well.

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: <u>P.S. 253 Queens</u>	DBN: <u>27Q253</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>46</u>
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: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</u>

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: Throughout the 2012-2013 school year, P. S. 253 will host an afterschool enrichment program for ELLs. It will start at the beginning of December and end at the beginning of February. It will go from 3 p.m. to 4:30 p.m. It will be held each week on Tuesdays, Wednesdays and Thursdays. There will be 28 sessions with 1 1/2 hours each. It will be for ELLs in grades 3 through 5. There will be 15 students in grade 3, 18 students in grade 4 and 13 students in grade 5. This is a total of 46 students. It will include 3 general education teachers with general education certification and 1 ESL teacher with ESL certification. At each session, the ESL teacher will push in to each of the classes. The program will include math, literacy and content area topics. Differentiated instruction will be used to meet the needs of all levels of students. The language of instruction is English. Four teachers will be used for this program. Supplemental books, grammar books, workbooks, picture cards, picture dictionaries, computers and content area materials will be purchased and used to help the students. This program is designed to help raise the level of all English.

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: Staff development will occur once a month. Teachers will receive professional development instruction from the Literacy Coach, Math Coach and ESL teacher in terms of content taught and strategies used to help the ELLs in the Title III program. One of the professional development sessions will be called, "Strategies for Working with ELLs in Literacy". The presenter will be Annie Dindial (Literacy Coach). Another professional development session will be called, "Math strategies for ELLs" which will be presented by Glenda Miller (Math Coach). Methodologies in ESL will be another topic of the staff development given by Cyd Disler (ELL teacher). All teachers and support personnel working in the Title III program will attend all the staff development sessions. The following is the schedule of professional development:

Mid-January	Strategies for Working with ELLs in Literacy	Ms. Annie Dindial, Literacy Coach
Mid- February	Math Strategies for ELLs	Ms. Glenda Miller, Math Coach
Mid- March	ESL Methodologies for Teaching ELLs	Ms. Cyd Disler, ESL Teacher

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Before the program begins, a meeting with parents will take place entitled, "Afterschool Parent Orientation". Parents will be told about what their children will be doing in the afterschool program, what the children are expected to learn and what parents should be doing at home to help their children. During the program, parents will be invited to attend a workshop in which they will be shown ways to help their children at home. Samples of work that they are doing in each grade will be given out. The second workshop will be entitled, "Helping Your Child at Home". These meeting will be given by the ELL teacher. The parents will be notified of these meetings through letters sent home in their native language and phone calls . The schedule of parent engagement activities will be as follows:

<u>Beginning of January</u>	<u>Afterschool Parent Orientation</u>	<u>Ms. Cyd Disler, ESL Teacher</u>
<u>Beginning of February</u>	<u>Helping Your Child at Home</u>	<u>Ms.Cyd Disler, ESL Teacher</u>

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 		

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.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		