



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P57R HUBERT H. HUMPHREY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R057

PRINCIPAL: SANDRA HARRELL

EMAIL: SHARRELL4@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Sandra Harrell	*Principal	
Patricia Lockhart	*UFT Chapter Leader	
Jacquelyn Smith Davis	*PA/PTA President /Parent	
Joan Creamer	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Amanda Garcia	CBO Representative,	
Rhonda Calcagno	Member/Assistant Principal	
Karyn Lind	Member/Assistant Principal	
Allison Cugini	Member/teacher	
Margaret Rice	Member/teacher	
Claudine Albano	Member/parent	
Sallie Kingwood	Member/parent	
Adrienne Trovato Amel Lewis Anabel Farciert Dana Lockhart	Member/parent Member/parent Member/parent Member/parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - To improve teacher effectiveness by developing a shared understanding of instructional excellence. By June 2013, principal and assistant principals will conduct 6 informal observations and 1 formal observation for each teacher using selected competencies of a research-based rubric to improve best practices and provide constructive feedback in collaboration with teachers. By improving teacher effectiveness, student performance toward achieving state standards in ELA and math as measured by NYS assessments will increase by 4% in June 2013 compared to 2011-12 NYS exam results and results on ITA's and predictive pre/post assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- Needs assessment revealed that based on the performance of students in ELA and mathematics improving teacher quality and effectiveness is an area to be addressed. In the 2011 -12 school year, the data shows that, 40.7% of all PS 57 students tested in grades 3-5 in math (289 students) attained a proficiency level of 3 or 4 on New York State mathematics exam indicating that 59.3% of the students did not reach proficiency (level 3 or 4). This represents a 3.8% increase in students meeting proficiency (levels 3 and 4) compared to results on the 2010-11 New York State mathematics exam. In the 2011 -12 school year, the data shows that, 34.3% of all PS 57 students tested in grades 3-5 (287 students) attained a proficiency level of 3 or 4 on New York State ELA exam indicating that 65.7% of the students did not reach proficiency (level 3 or 4). This represents a 4.6% increase in students meeting proficiency (levels 3 and 4) compared to results on the 2010-11 New York State ELA exam.
- Addressing Quality Review Recommendation improving teaching quality
- Addressing Quality Review Recommendation improving pedagogical capacity and practice and elevate leadership in all teachers.
- Addressing Quality Review Recommendation to correlate data across assessments and make school-wide adjustments to the data driven instructional practices that accelerate student learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Principal, Assistant Principals and staff in collaboration with Network Team members and Literacy coach will develop and implement a coherent professional development plan for teachers that integrate the six DOE selected competencies through the use of selected components of a research-based rubric.
- Teachers in collaboration with administrators will self-assess on each competency within a 6 week cycle using a research-based rubric.
- Supervisors will establish and follow a schedule for formal teacher observations and provide regular and helpful feedback at individual post observation conferences with teachers.

- Supervisors will engage in frequent cycles of informal classroom observations. Feedback with teachers will be timely and collaborative and designed to improve best practices.
- Supervisors will strengthen their own capacity to provide high-quality feedback to teachers through professional development with outside collaborations and support from Network Team members.
- Develop templates/checklists aligned with the Common Core Standards
- Teachers and administrators will participate in professional readings based on competencies and Common Core Standards.
- Enhance practice of collecting low-inference data
- Develop a focused lens around each of the competencies.
- Funds will be utilized to provide professional resources related to the research based rubric.
- Pacing calendars will be developed to establish a time table for accomplishing stated goal.
- Funds will be allocated for teacher per session to allow teachers to attend professional development and planning sessions before and after school throughout the school year to achieve stated goal.
- Funds will be allocated for teacher per diem to allow staff to attend professional development and planning sessions during regular school day hours to achieve stated goal.
- Staff who attended professional development sessions will turn key information for staff at grade and staff conferences.
- ◆ End-term Progress Point: January 31, 2013
- ◆ Mid-term Progress Point: March 22, 2013
- ◆ End-Term Progress Point: June 21, 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Afternoon and evening parent teacher conferences will be held during the fall and spring term where this goal will be discussed with parents.
- Parents will be provided with opportunities to volunteer and participate in their child's classroom activities designed to accomplish stated goal.
- Information about this goal is posted for parents on the school's website.
- Parents will attend on site workshops given by the Literacy Coach.
- During monthly Parent Advisory Committee Meetings, principal will inform parents about stated goal.
- Monthly PTA meetings and newsletter will serve as information for parents regarding stated goal.
- Parent Coordinator will conduct parent workshops providing information to parents about stated goal and provide parents with strategies and materials to assist their children in achieving this goal.
- The school will hold an annual Open House in October during the PTA meeting where the Title 1 School Parent Involvement Policy and the School/Parent Compact are distributed and discussed.

- Title 1 SWP 1% parent involvement set aside will be used to pay for parent involvement activities designed to inform parents about stated goal.
- Principal will hold quarterly meetings with PTA Executive board where progress towards meeting the stated goal will be discussed.
- Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal Mckinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child).

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Improve learning environment and academic expectations by inviting teachers to play a meaningful role in setting goals and making important decisions for the school. By June 2013, the engagement score on the 2012-13 NYC School Survey Report will increase .5 from a score of 7.8 out of 10 on the 2011-12 NYC School Survey Report, to a score of 8.3 out of 10 moving from an average level of teacher satisfaction to a higher level of teacher satisfaction. By June 2013, the expectation score on the 2012-13 NYC School Survey Report will increase .5 from a score of 7.7 out of 10 on the 2011-12 NYC School Survey Report to a score of 8.2 out of 10 on the 2012-13 NYC School Survey Report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- Teacher responses to questions about school engagement and academic expectations on School Survey indicated a need to improve the learning environment and academic expectations by allowing teachers to play a meaningful role in setting goals and making important academic decisions for the school. The School Environment component of the Learning Environment Survey for 2011-12 was 5.7 out of 15. The School Academic Expectations component of the Learning Environment Survey for 2011-12 for aligning curriculum, instruction, related services and assessments was 7.4 out of 10.
- Addressing Quality Review Recommendation to improve pedagogical capacity and practice and elevate leadership in all teachers and improve academic expectations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Principal and Assistant Principal will hold monthly grade conferences September through June to set goals, establish benchmarks and provide staff with opportunities to make important school decisions.
- Monthly staff conferences will include time for teambuilding by providing staff with opportunities to discuss school issues including academic expectations and provide input into making decisions. Principal will conduct monthly consultation meetings with UFT Chapter and staff to discuss school concerns and allow staff to voice their opinions re: making school decisions.
- Congruence time will be provided for teachers to meet with supervisors to discuss goals, academic expectations, share concerns and provide input into the decision making process.

- Principal will create a voluntary staff focus group that will meet regularly throughout the school year to discuss school issues, academic expectations and arrive at solutions through shared decision making and team building.
- Supervisors will allow staff to select topics for grade and staff conferences regarding academic expectations and to serve as presenters at these conferences.
- Staff will be encouraged to attend professional development activities provided by DOE internal services designed to enhance their decision making abilities and enhance academic expectations (ongoing).

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Afternoon and evening parent teacher conferences will be held during the fall and spring term where this goal will be discussed with parents.
- Parents will be provided with opportunities to volunteer and participate in their child's classroom activities designed to accomplish stated goal.
- Teachers will provide parents with frequent reports on their children's progress relative to this goal.
- Parent Coordinator will conduct parent workshops providing information to parents about stated goal.
- Information about this goal is posted for parents on the school's website.
- The school will hold an annual Open House in October during the PTA meeting where the Title 1 School Parent Involvement Policy and the School/Parent Compact are distributed and discussed.
- Title 1 SWP 1% parent involvement set aside will be used to pay for parent involvement activities designed to inform parents about stated goal.
- Principal will hold quarterly meetings with PTSA Executive board where progress towards meeting the stated goal will be discussed.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e.

Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child). Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2013, all students including Limited English Proficient, Students with Disabilities and Economically Disadvantaged will demonstrate progress towards achieving state standards as measured by a 4% increase in all subgroups scoring at Level 3 & 4 on the NYS Math assessment and on Math benchmark assessments administered at the school level (ITAs, predictive and Math In Focus unit assessments).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- Priority area for improving student performance based on progress report. Did not make AYP in this subject. In the 2011 -12 school year, the data shows that 40.7% of all PS 57 students tested in grades 3-5 in mathematics (289 students) attained a proficiency level of 3 or 4 on New York State mathematics exam indicating that 59.3% of the students did not reach proficiency (level 3 or 4). This represents a 3.8% increase in students meeting proficiency (levels 3 and 4) compared to results on the 2011-12 New York State mathematics exam.
- Addressing Quality Review Recommendation to correlate data across assessments and make school-wide adjustments to the data driven instructional practices that accelerate student learning.

Instructional strategies/activities

- *Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:*
 - a) strategies/activities that encompass the needs of identified student subgroups,*
 - b) key personnel and other resources used to implement these strategies/activities,*
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
 - d) timeline for implementation.*
- Professional development to be provided from September through June to teachers by supervisors, Math Coach, and Network Support Staff.
 - ◆ Classroom teachers and Data Specialist will utilize data results from NYS Math exam, predictive exams and math ITA periodic assessments to individualize instruction and match students to appropriate materials.
- In September, all teachers received “bottom line expectations” for mathematics instruction, environment, structure and content to use as a guideline for mathematics instruction throughout the school year.
 - ◆ All students, including LEP, students with disabilities and economically disadvantaged who did not achieve proficiency levels 3 or 4 on New York State mathematics exam in FY’12 will participate in the Extended Day Program for academic intervention in 37.5-minute blocks of strategy lessons, three times per week to receive small group and individualized instruction in mathematics .
 - ◆ Classroom teachers will implement instruction using the “Math In Focus” Program with a heavy focus on critical thinking and problem solving skills.
 - ◆ F-status teacher and Network Support Staff will support classroom teachers by addressing student needs in small group, pull out instruction for identified at risk students.
 - ◆ Classroom teachers will provide instruction through small groups and one to one tutorials.

- Teacher teams will meet in inquiry groups weekly on Mondays during the 37.5-minute Extended Day professional development period to review and analyze mathematics data and plan lessons accordingly.
- Supervisors will monitor student performance as indicated by end of unit “Math In Focus” program assessments.
- Supervisors will collect “Core Curriculum Monitoring Folders” to assess student mathematics performance and to ensure that there is flexible grouping of students for mathematics.
- The school will conduct an after school AIS program with a mathematics component that will provide small group instruction for identified at risk students. This program will be implemented from December through June.
- Supervisors will monitor teachers’ lesson plans to ensure that mathematics plans reflect differentiated mathematics instruction ongoing throughout the school year.
- Beginning in September, 2012 and continuing through June.2013, supervisors will conduct formal and informal observations of teachers in mathematics that reflect the “Math In Focus” program and show evidence of academic rigor.
- Principal will create a Vertical Inquiry team consisting of a teacher representative from each grade that will meet regularly to review student and school wide mathematics data and student work and discuss strategies to improve mathematics instruction.
- Results from the “Math In Focus” program unit assessments will be used to guide instruction and to formulate instructional mathematics strategies consistent with the “Math In Focus” program.
- Contingent upon funding, conduct instructional support programs in mathematics during school recess periods in mathematics test taking strategies.
- The Math Coach will facilitate parent workshops in mathematics.
- Teachers and Educational Assistants will serve as integral facilitators of small group and differentiated mathematics instruction for students.
- ◆ Use of technology to promote mathematics development.
- ◆ Common planning time is provided.
- ◆ End-term Progress Point: January 31, 2013
- ◆ Mid-term Progress Point: March 22, 2013
- ◆ End-Term Progress Point: June 21, 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Afternoon and evening parent teacher conferences will be held during the spring term where teachers will inform parents of performance assessment results via progress report.
- Math Coach will provide parent workshops on components of the “Math In Focus” program.
- During monthly Parent Advisory Committee Meetings, principal will conduct professional development and inform parents of performance assessment requirements.
- Monthly PTA meetings and newsletter will serve as information for parents regarding performance assessment.
- ◆ Parents will be provided with opportunities to volunteer and participate in their child’s classroom activities designed to accomplish stated goal.
- ◆ Teachers will provide parents with frequent reports on their children’s progress relative to this goal.
- Math Coach will conduct parent workshops providing information and mathematics materials to parents about stated goal and provide parents with strategies and materials to assist their children in achieving this goal.

- Information about this goal is posted for parents on the school’s website.
- The school will hold an annual Open House in October during the PTA meeting where the Title 1 School Parent Involvement Policy and the School/Parent Compact are distributed and discussed.
- Title 1 SWP 1% parent involvement set aside will be used to pay for parent involvement activities designed to inform parents about stated goal.
- Principal will hold quarterly meetings with PTA Executive board where progress towards meeting the stated goal will be discussed.
- During the Spring Term, the school will hold the “Annual Math Family Night” where parents and their children engage in math activities and games with staff designed to pique student interest in math.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780 Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child). Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2013, all students including Limited English Proficient, Students with Disabilities and Economically Disadvantaged will demonstrate progress towards achieving state standards as measured by a 4% increase in all subgroups scoring at Level 3 & 4 on the NYS ELA assessment and benchmark assessments (such as TCRWP Assessment Pro, Running Records, and CCLS Performance Series).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- Priority area for improving student performance based on progress report. School did not make AYP in this subject. In the 2011 -12 school year, the data shows that, 34,3% of all PS 57 students tested in grades 3-5 (287 students) attained a proficiency level of 3 or 4 on New York State ELA exam indicating that 65,7% of the students did not reach proficiency (level 3 or 4). This represents a 4.6% increase in students meeting proficiency (levels 3 and 4) compared to results on the 2010-11 New York State ELA exam.
- Addressing Quality Review Recommendation to correlate data across assessments and make school-wide adjustments to the data driven instructional practices that accelerate student learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.
- Professional development to be provided from September through June to teachers by supervisors, Literacy Coach, Network Support Staff and outside consultants.
- In September, all teachers received “bottom line expectations” for literacy, environment, structure and content to use as a guideline for literacy instruction throughout the school year.
- Implement a supplementary reading non-fiction based program to support the Columbia TC reading/writing units of study that were implemented in FY’10.
- All students, including students with disabilities, who did not achieve proficiency levels 3 or 4 on New York State ELA in FY’12, will participate in the Extended Day Program for academic intervention in 37.5-minute blocks of strategy lessons, three times per week to receive small group and individualized instruction in literacy.
- F-status teachers will provide small group, pull out instruction for identified at risk students.
- Teacher teams will meet in inquiry groups weekly on Mondays during the 37.5-minute Extended Day professional development

period to review and analyze literacy data and plan lessons accordingly.

- Supervisors will monitor student performance as indicated by online TC Assessment Pro, CCLS performance assessment results and collection of work samples.
- The school will conduct an after school and Saturday program with an English Language Arts and literacy enrichment component that will provide small group instruction for identified ELL students. These programs will be implemented from December through June.
- Supervisors will monitor teachers' lesson plans to ensure that literacy plans reflect differentiated reading instruction ongoing throughout the school year.
- Beginning in September, 2012 and continuing through June.2013, supervisors will conduct formal and informal observations of teachers in literacy that reflects the school's reading program and show evidence of academic rigor.
- Administrators will monitor the results from the Acuity and Periodic Assessments administered three times per year.
- Literacy Coach and supervisors will review student data folders to ensure flexible grouping of students for literacy.
- Principal will create a Vertical Inquiry team consisting of a teacher representative from each grade that will meet regularly to review student and school wide literacy data and student work and discuss strategies to improve literacy instruction.
- Results from the Acuity and Periodic Assessments administered three times per year will be used to guide instruction and to formulate instructional literacy strategies consistent with the school's literacy program.
- School will conduct instructional support program in literacy during school three days a week from January through May.
- The Literacy Coach will facilitate parent workshops in literacy.
- Teachers and Educational Assistants will serve as integral facilitators of small group and differentiated literacy instruction for students.
- ◆ Classroom libraries that are culturally and diversely enriched with leveled books and genre texts to support literacy.
- ◆ All Teachers will instruct students utilizing the Balanced Literacy approach in accordance with Common Core Standards.
- ◆ Use of technology to promote literacy development.
- ◆ Common planning time is provided.
- ◆ Classroom Lab sites are created on each grade and teachers are engaged in study groups to support targeted students.
- ◆ Teachers will utilize data results to formulate strategies and customize instruction to meet individual student needs.
- ◆ End-term Progress Point: January 31, 2012
- ◆ Mid-term Progress Point: March 22, 2012
- ◆ End-Term Progress Point: June 21, 2012

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780 Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child). Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Literacy and Technology programs: Achieve 3000, Raz Kids, Earobics, Mondo, Words Their Way, Weekly Reader, Saddler Phonics. These programs focus on the following strategies: phonemic awareness, comprehension skills, content area vocabulary, focused read alouds, guided reading and writing strategy.	Small group, Pull-out, After school tutoring, Extended day, One-on -One	During the school day and after school
Mathematics	Math in Focus- using the Bar Model Strategy for solving word problems and differentiate instruction; Larson’s Math software for math review; Online math programs including Math Playground, Math Acuity (on line individualized math remediation practice).	Small group, Pull-out, After school tutoring, Extended day, One-on -One	During the school day, after school
Science	Intense instruction as	Small group, Pull-out, After	During the school day, after

	needed by classroom teachers, educational paraprofessionals, SETTS, and guidance counselor	school tutoring, Extended day, One-on –One, Hands-on activities	school
Social Studies	No students identified for AIS in Social Studies	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk guidance	Small group, 1:1 counseling	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

- Highly qualified staff will be recruited, interviewed and selected to fill posted teacher vacancies through Open Hire, Network Human Resources Administrator and teacher recruitment fairs.
- All current staff is highly qualified.
- Title 1 SWP 5% Highly Qualified set aside will be used to ensure that staff selected for vacancies who are not highly qualified will become highly qualified by providing high quality professional development and tuition reimbursement for courses taken.
- High Quality professional development will be provided by Principal, Assistant Principals, Literacy Coach, Math Coach, Network Support Staff and outside providers to ensure that staff is highly qualified.
- Instructional Leads were carefully selected to attend network sponsored professional development and are responsible for turnkey training in-house.

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

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

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

P 57 PARENT INVOLVEMENT POLICY

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;

P57R'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, P57R 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;

P57R 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;

P57R SCHOOL-PARENT COMPACT

P57R, 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. P57R School Responsibilities

P57R will *provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

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

P57R will support *home-school relationships and improve communication by:*

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

P57R will *provide parents reasonable access to staff by:*

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

P57R will *provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
- The administration and staff of PS 57 are committed to making parents feel wanted when they come to school by: - Maintaining and "Open Door" policy.
- Smiling and making parents feel welcome and appreciated when they come to school.
- Conducting tours of school, in small groups so parents can learn about school programs.
- Keeping a list of parent volunteers and encouraging parents to volunteer (Learning Leaders).
- Contacting new parents and conducting orientation for them.
- Soliciting parent ideas/interests.
- Soliciting parent volunteers for SLT.
- Having staff available to answer parent questions and provide direction when parents register their children
- Holding meetings at various times of the day to encourage broader parent participation.
- Providing parents with a Parent handbook.
- Having staff and administrators attend PTA meetings.
- Communicating with parents in a positive manner.

II. P57R 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. P57R Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz Debra VanNostrand	District 31	Borough Staten Island	School Number 057
School Name Hubert H. Humphrey			

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

Principal Sandra Harrell	Assistant Principal Rhonda Calcagno
Coach Kristine Cusick(Literacy)	Coach Ali Das(Math)
ESL Teacher Irene Lepek	Guidance Counselor Elaine Gregorio
Teacher/Subject Area Judith Ventura(Bilingual Spani	Parent
Teacher/Subject Area Marie Pugliese(Bilingual Spani	Parent Coordinator Patricia Ham
Related Service Provider Margaret Rice (Speech)	Other Carolyn Reid (Special Ed)
Network Leader	Other Karyn Lind(Assistant Principal

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	2	Number of certified bilingual teachers	3	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	3	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	696	Total Number of ELLs	64	ELLs as share of total student population (%)	9.20%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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 include 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 the ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

1 a. Our school uses a multi-step procedure for identifying ELL's.

- At enrollment, trained office personnel, ESL Teacher, guidance counselor, Math coach and literacy coach are the designated greeters meet the parents and help them fill out the The Home Language Identification Survey Forms.-

- If there is a parent/guardian who needs support in a language other than what we have accommodations for, we contact the translation and interpretation unit, who then conducts the informal oral interview by phone or sends an interpreter.

1 b. the pedagogues responsible for conducting the informal oral interview are as follows:

Irene Lepek- Licensed and certified ESL Teacher fluent in Spanish

Alaka Das - Licensed and certified Math Coach fluent in Hindi and Urdu

Elaine Gregorio- Licensed and certified Guidance Counselor

Christine Cusick - Licensed and certified Literacy Coach

- Once the staff collects the HLIS from the parents, the ESL teacher determines which student are eligible for LAB-R testing. This is based on how many times a second language is mentioned on the home language form. a second language must be mentioned more than three times. After this, the School's Student Accounting Secretary, Renee Kelly, enters the information and language in ATS.

- Within ten days of entering in the NYC school system, the student is administered the LAB-R, which is the formal initial assessment. This test is administered by the licensed and certified ESL teacher at our school, Irene Lepek.

- To ensure completion of testing within the ten days, ATS generates a list of eligible students for LAB-R testing. This list is generated every Monday through the Principal's Weekly.

- The ESL teacher is responsible for keeping accurate and updated list of all students who have been tested. She keeps a record of the testing dates on file in the ESL room at our school. If a student does not pass the LAB-R, that student is given LAB spanish version if applicable.

1 c. As soon as the NYSESLAT scores are available, the licensed and certified ESL teacher evaluates the scores and determines the grouping of students according to levels of proficiency: B(Beginning)-I(Intermediate), A (Advanced) & P(proficient). (The proficient students receive support for the next two years).

- This score determines the amount of minutes scheduled according to CR Part 154. The ESL teacher coordinates the schedule and shares the scores to the student's classroom teacher. This student will become an ELL, receiving services until they test out with the NYSESLAT, which is given in the spring of each school year.
- The following steps are taken to ensure all ELL's are eligible to take the New York State English as a Second Language Achievement Test:
 - In the Spring, each ELL is administered the NYSESLAT to determine the level of English proficiency. This test determines whether or not the student continues to qualify for the ELL services.
 - The testing co-ordinator (Kristine Cusick) generates the ATS report(RLER) to determine the students eligibility to take the NYSESLAT.
 - The ESL teacher receives the testing materials and prepares the tests. The materials are sorted into the four components of the NYSESLAT. The four components are Speaking, Listening, Reading and Writing. The teachers who administer the tests are Judith Ventura (Bilingual Spanish Teacher), Carolyn Reid(Bilingual Spanish teacher), Marie Pugliese(Bilingual Spanish Teacher) and Irene Lepek(ESL Teacher). The rooms are prepared for testing according to State guidelines- covering wall with print. Testing modifications are aligned with the IEP mandates. When the test is finished , they are packed and sent to the State by the testing coordinator.

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.

- Our school has structures in place that ensure parents understand all program choices. Parents of ELLs initially receive a letter inviting them to an orientation meeting in their native language. The orientation meeting is given by the licensed and certified ESL teacher explaining what is available at our school.
 - At this meeting, the New York City video is presented in their native language explaining all the program choices.
 - Parent Coordinator works closely with ELL supervisors and staff to coordinate school events for ELL Parents. Parent Survey and Program Selection forms are filled out in their native language.
 - Finally, the parent coordinator works closely with parents to inform them of the programs available for the ELL parents at our school. Invitation for these programs are translated and sent home. These meetings are on an ongoing basis throughout the year. At PS 57, we have the Parent Outreach program for the ELL's called the Saturday Excel program. Parents learn how to speak, read and write English while their children are getting formal instruction in English in another classroom.
 - If a parent is unable to attend the orientation meeting, forms such as the parent selection and parent choice forms are sent home with the ELL student. These forms are attached to the Home Language Form that are placed in the student's cumulative folder. This information is also entered in ATS Parent Choice Screen.
 - The ESL teacher makes copies of all these forms and keeps them in the ESL room on file.

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}).

The licensed ESL teacher is responsible for the entitlement letters. She distributes the letters individually to the ELL's in English and their Native Language translation. If the forms are not returned, the default program is Transitional Bilingual. The forms are evaluated, filed, and kept with the ESL teacher in an information binder.

- The ESL teacher is responsible for Parent Survey and program selection forms. These letters are distributed during the parent orientation meeting after the parent orientation video is shown. The video is shown in the Native Language of the parent or guardian. All forms are translated into the Native language. If a parent does not show up for the meeting, the ESL teacher makes a phone call explaining the parent selection form. The forms are sent home. Two copies are made- one copy is attached to the HLIS and kept in the student's cumulative folder and the other copy is kept on file in the ESL room.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must include and consultation/communication activities with parents in their native language.

Our school has 3 self-contained Special Education 12:1:1 bilingual Spanish classes. The procedure followed to place students in these classes is determined by the Committee on Special Education and the School Assessment Team. Public School 57 has a pull-out ESL

instructional program that serves 29 ELL's. Parents are informed of their choices during the parent orientation meetings held throughout the year for new incoming students.

- Placement letters are distributed during the orientation meeting by the ESL teacher. These letters are kept on file in the ESL classroom.
- Continued entitlement letters are distributed each year on an individual basis. The ESL teacher distributes the letters to the students for informative choice and parent signature. If the letter is not returned to the ESL teacher, she follows up with a phone call home. If a translator is needed, she will contact the translation and interpretation unit and they will make the phone call home.
- These forms inform the parents of the programs that are available(ESL, TB, or DL)at our school. If the programs change, they would be notified.

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).

After reviewing the Parent Survey and Program Selection forms for the past year, the trend in program choice is Bilingual Transitional. The Transitional Bilingual Spanish program that we have in our school is according to IEP mandates. So far this year (2011-2012) we have 10 new ELL's. Seven selected bilingual and they were placed in the Special Education 12:1:1 Bilingual Spanish class, according to their IEP. The remaining 3 students requested the free-standing ESL. The continuing 26 ELLs students (parent permission and program selection forms) reflect the majority program choice is the ESL free-standing program. Twelve parents selected ESL, and fourteen parents selected the Bilingual Transitional Program in the initial Parent Choice Forms.

- If the ESL trend changes and our numbers increase, then our school would provide bilingual classes. The present data indicates three parents requested ESL and those three students are receiving ESL classes. Seven new Kindergarten parents requested the Bilingual Spanish Special Education (12:1:1) program and they are receiving it.

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.

Yes. The program models offered at our school are aligned with parent request. Parent orientation forms, continuing permission slips, and parent selection forms are evaluated and documentation is kept in student cumulative folder and copies are kept with the ESL teacher. Our school complies with parental choice based on continuing permission slips. Our school only offers ESL freestanding. If the numbers of parent selection continues to grow, bilingual classes will be created. Students with disabilities are in bilingual, spanish, special education classes.

- Using parent information as well as maintaining and storing it, ensures that the parent choice is being honored. It also ensures that parents are playing an active role in ELL program planning and designing.
- Each Spring, ELL's are re-tested to evaluate their English proficiency using the new NYSESLAT. Our school notifies parents of the test outcomes and program eligibility prior to the beginning of the next school year. ELL's who continue to score below a certain level of English proficiency continue to be entitled to ELL services. Parents of ELL's in Bilingual Spanish Education Programs can decide whether or not their child should continue, despite entitlement status. Also students who transition to all English monolingual classes can receive bilingual or ESL support for up to two years.

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish Special Education
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	64	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	51
SIFE	1	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	3

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. [i](#)

	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	21	0	21	12	0	12	2	0	2	35
Dual Language										0
ESL	18	1	5	10	0	10	1	0	1	29
Total	39	1	26	22	0	22	3	0	3	64

Number of ELLs in a TBE program who are in alternate placement: 3

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	7	4	4	9	4	7								35
Chinese														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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	7	4	4	9	4	7	0	35						

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	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	3	3	4	4								22
Chinese														0
Russian														0
Bengali														0
Urdu			1		2									3
Arabic														0
Haitian														0
French				1	1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1			1								2
TOTAL	3	5	5	4	7	5	0	29						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. How is instruction delivered?

a. What are the organizational models (e.g., Departmentalized, Push-In {Co-Teaching}, Pull-Out, Collaborative, Self-Contained)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.

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})

Our school has a freestyle, pull-out ESL program servicing 29 ELLs. Beginning and Intermediate ELLs receive 360 minutes per week during the school day as required under CR Part 154. Advanced students receive 180 minutes per week during the school day. The program services Beginning, Intermediate and Advanced students in four 72 minute blocks per day, 5 days a week. These blocks are mixed proficiency (Beginning, Intermediate and Advanced) and mixed grade levels. One block is kindergarten and first grade. Another block is second and third grade. One block is fourth grade and one block is fifth grade. This would be a heterogeneous group of 8 – 10 students.

The Bilingual Spanish Special Education program is organized as a self-contained 12:1:1. There are three classes. There is a kindergarten and 1st class, a 2nd and 3rd grade, and a 4th and 5th grade class. These classes are heterogeneously grouped: Beginning, Intermediate and Advanced levels are placed together.

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)?

The school ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program with schedules approved by the instructional specialist assigned to our school. It is achieved through a pull-out model. Beginning and Intermediate ELLs receive 360 minutes per week and Advanced ELLs receive 180 minutes per week of ESL instruction during the scheduled school day. The program services students in four 72-minute blocks. One 72-minute block each day for 5 days a week equals 360 minutes for the week. Every ELL receives their daily mandated minutes during the school day.

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All schedules are in compliance with CR Part 154.

A. Programming and Scheduling Information

The freestanding ESL program at P.S. 57 is delivered in 100% English by our New York State licensed and certified ESL teacher. Common Core Language ESL standards are used to teach English in a content based cross curriculum format. Standard based instruction implemented in all four language skills: reading, writing, listening and speaking. The following scaffolding techniques are used: modeling, bridging, schema building, text representation, metacognition, and self-assessment with rubrics. These techniques prepare students to pass the NYSESLAT. Academic language development in content areas is implemented.

Native Language Arts is implemented in the three self-contained Bilingual Spanish Special Education classes. These classes follow the Transitional Bilingual New York State mandates delivered by New York State licensed and certified teachers. Content areas are delivered bilingually. There is 45 minutes daily of NLA.

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.

Content areas are delivered in each program model daily. The ESL program addresses Language Standards as per the Common Core Standards. Instruction is presented in a cross curriculum format. Standard based ESL instruction is implemented in all four modalities and language skills: reading, writing, listening and speaking. Methods used to make content comprehensible include scaffolding techniques such as: modeling, bridging, schema building, contextualization, text representation, and self-assessment. Instruction is differentiated by language proficiency level and grade level.

The Bilingual program addresses Language Standards as per the Common Core Standards for Native Language Arts in Native Language Spanish Instruction. English is the language used in the ESL instruction that is implemented in all four modalities. Scaffolding techniques are used throughout all lessons. Instruction is differentiated by language proficiency level and grade level.

- The ESL program uses the Amazing English Integrated ESL curriculum by Addison Wesley to deliver instruction in content areas. This program is multi-cultural and activity centered. Content areas include Social Studies, Science, mathematics and Language Arts. Learning strategies used are : activating prior knowledge, creating graphic organisers, doing research, interpreting maps, problem solving, note taking skills, test taking skills and using imagery. The development of critical thinking skills include, brain storming, comparing and contrasting, classifying, sequencing, predicting outcomes, inferring, drawing conclusions and summarizing.

- The Bilingual Spanish program uses the Teachers College Reading and Writing program and Everyday Math Curriculum to meet the Common Core Learning Standards. The Teachers College reading and Writing program focusses on the fiction, nonfiction, realistic fiction, persuasive, memoirs and mysteries and Everyday Math covers all the domains of the Common Core learning Standards which includes, Numbers and Numeration, Algebraic Thinking, Fractions, Measurement and Geometry. For Social Studies we use manipulatives such as globes and maps. For Science we use demonstration of the topics.

- Children are encouraged to make connections between content area language and their native language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

We ensure that ELLs are appropriately evaluated in their native languages by having the bilingual Spanish teachers evaluate the Spanish speaking ELLs.- programs such as AcuityAssessments, ELE and Earobics have a Native Language component.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE

At this time we have one SIFE students. The plan is the same mandated minutes of instruction during the school day depending on the LAB-R score. It was Beginning, therefore the student receives 360 minutes a week of ESL instruction. There are centers set up in the classroom specific for the SIFE students including picture dictionary and Leveled books. The student receives additional instruction time in the after school program and help with homework needs. Aside from the daily curriculum a personal levelled library was created with listening books on tape.

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.

A. Programming and Scheduling Information

Students in US schools less than three years are considered newcomers. The newcomer receives the mandated instructional minutes during the school day according to the LAB-R score (Beginning and Intermediate – 360, Advanced – 180 minutes per week). The ESL teacher works closely with the classroom teacher to make sure the student's needs are met. There is a Newcomer center provided by the ESL teacher that includes Books on Tapes, picture dictionary, Native Language books, newcomer books from Addis & Wesley, and books at beginning Levels. In addition, after school support programs are available. SES After school tutoring program uses A-Z reading program and Y-After School program with individualized tutoring and homework help.

c. Describe your plan for ELLs receiving service 4 to 6 years.

The plan for ELLs receiving service for 4 to 6 years, includes the extension of services. These students are in intense remediation focusing on higher order thinking concepts and questioning techniques. They use the writing process with self-assessments and rubrics during the school day. After school support programs with tutoring are in place for these students. Students participate in intensive test taking programs during winter and spring recess.

d. Describe your plan for Long-Term ELLs (completed 6 years).

There are three long-term ELLs at our school. The plan for long-term ELLs includes the extension of services. These students are in intense remediation focusing on higher order thinking concepts and questioning techniques. They use the writing process with self-assessments and rubrics during the school day. After school support programs with tutoring are in place for these students. Students participate in intensive test taking.

6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials used to support the ESL program include “Amazing English” by Addison Wesley, Scott Foresman’s E.S.L. Accelerated English Language, and Breakthrough to Literacy by McGraw-Hill. Computer technology is implemented throughout the lessons with EAROBICS. Smart board lessons, Award Reading technology based program, Scholastic word ladders and Focus on Reading and Math(Grade-3), Leap Pad (Grade-3), Acuity(grade-5)

Teaching materials used to support the Bilingual program include Balanced Literacy Workshop models and Everyday Mathematics with Bilingual materials. The Bilingual materials include: Nuevas Aventuras, Matematica Diarieas, and Paso A Paso. All classes are enriched with Breakthrough to Literacy by McGraw Hill. All classes have leveled libraries that include Native Language books. Strategies and methods used to make content comprehensible includes scaffolding techniques such as modeling, bridging, schema building, contextualization, text representation and self assessment.

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-Students with disabilities (SWD) with least restrictive environment

- The IEP of students who are identified as ELLs are reviewed and AIS services are implemented. The ESL teacher has to be in close contact with the classroom teachers and other providers. The individual needs are met and followed as indicated on their IEP. If it requires questions and directions read during tests, the student is tested accordingly. Modifications are provided during testing as directed by the IEP. ESL teacher and classroom teacher meet to articulate areas of needs.

Along with the students' scheduled ESL pull out program, all work will be aligned to the Common Core Learning Standards. The ESL push in teacher will coordinate with the classroom teacher about the lessons to help the students meet the Common Core Standards and their IEP goals. There will be a Saturday morning program with individualized instruction in Language Arts and Math.

- When the ESL teacher pulls out the ELL-SWD, they are in groups with mainstream children. These groups are heterogeneous groups of 8-10 students.

- ELL-SWD students receive physical education with mainstream classes. The gym holds up to three classes serving both special education and main stream students scheduled together. Activities include - warm-ups, exercise, and games.

- Our school has 6 CTT-(Collaborative Team Teaching) classes. There is one on every grade(K-5). The ratio of the mainstream to special education students is 50:50. They have 2 teachers-one mainstream and one special education teacher and 1 para-professional.

A. Programming and Scheduling Information

- Our school has two lunch periods—First lunch serves Grades K-2-4 students and the second lunch period serves Grades 1-3-5 students. During the lunch, the ELL-SWD students maximize their time spent with the mainstream peers.

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	a`		
Social Studies:			
Math:			
Science:			

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

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

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

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

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8 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 languages in which they are offered.

Our Bilingual Spanish self contained classrooms are equipped with math and social studies text books in Spanish. These classes use Words Their Way word study program which differentiates instruction to the ELL population. The bilingual Spanish self contained classes have intervention program which include Nuevas Aventuras, Mathematica Diarias, and Paso A Paso. The classrooms are enriched with levelled bilingual Spanish English literature. These classes use Earobics for language development, Acuity for assessments. All Bilingual Spanish self contained classes, and classrooms that have ELLs have Smart boards. The teachers are in on-going Smartboard training throughout the year.

Our ESL classroom has a multilingual library including books in Spanish, Urdu and Chinese literature.

- Interventions for Math include - All grades are using the monitoring for the Common Core Skills. When the teacher finds a group of students or the entire class needs remediation in math concepts, the Math Coach- Alaka Das intervenes to provide support and enrichment for the teachers as well as the students in the form academic intervention. Our school also has a Title III Saturday Morning Program that includes a math component which is conducted by the Math Coach. This program focuses on tutoring and reinforcing the math concepts for the ELL's.

- Interventions for the Social Studies include small group instruction in the classroom that focuses on developing skills such as geography, reading maps, making charts, cultural awareness and hands-on projects.

- Interventions for Science include one period a week with our certified and licensed Science specialist, Patricia Lockhard. Her interventions include small group instruction, hands on experiments, smart board activities, trips to the pond next to our school to collect water specimens to test the water and animal life in the pond. We have an award winning robotics team at our school where our science teacher has students including ELLs participate in making robots and competing against other schools in NYC.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency in NYSESLAT

Our ESL teacher continues the support for the students who have reached proficiency. These students receive time and a half for all tests for two years. They participate in all after school and Title III programs. The ESL teacher is in constant communication with the classroom teacher to offer support by suggesting the use and availability of the ESL materials and offering teaching techniques and strategies.

10. What new programs or improvements will be considered for the upcoming school year?

We are considering purchasing new software for the smart board in math and Literacy - NLVM (using the National Library of Virtual Manipulatives for math and Brainpop for Reading, Social Studies and Science that will support and foster our ELL learners. We would like to continue with our ELL's Words their Way program because it allows us to differentiate ELL's and special education students.

11. What programs/services for ELLs will be discontinued and why?

Currently we have no programs that are going to be discontinued.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All after school and supplemental services are offered to every student at PS 57. Notices are sent home translated in Native language. A phone call is also made to parents and guardians to clarify any notices or programs that are being offered if needed. We also use over the phone translation services.

12a. ELLs fully participate in all curricular and extra curricular programs. They are represented in all programs. Attendance is taken to show their participation.

- Curricular services include additional instructional support during the school day. The Math Coach, Literacy Coach, Science Specialist, Speech teacher, Occupational Therapists, Counselors and the SETTS teachers are available to assist classroom teachers and teachers of ELLs on an ongoing basis.

- Extra curricular activities are offered after school and on Saturday mornings. These programs include SES, YMCA After School, Beyond Excellence, Saturday Excel and Title III. ELL's participate in all programs.

12b. After school programs, Saturday Program and supplemental services offered to ELLs in our school include:

- SES - A federally funded literacy program with intention to raise literacy levels. This program offers small group tutoring 10:1 ratio. There are 65 scheduled hours of tutoring for this year. The classes are conducted twice a week for two hours.

- Y - After School - is a federally funded program where the funding is from the /Staten Island Bank Foundation and the YMCA. This program runs five days a week for three hours after school. The goal is small group tutoring and individualized instruction.

- Beyond Excellence - This a school funded program from tax levy funds. The classes are scheduled one day a week for three hours after school. The goal is small group tutoring along with enrichment activities which include arts and crafts, physical education and cooking.

- Saturday Excel - This is a school funded tax-levy program. It runs Saturday morning for three hours. It is a small group tutoring with focus on art and music.

- Title III - This program is funded by the Title III money. The program runs on Saturday morning for three hours. The program focuses on literacy and math for the ELL's. The program uses ESL methodology.

- Saturday Adult Program - This program is funded by the YMCA and the Staten Island Foundation. The program runs for three hours on Saturday morning. This program has two ESL classes and one GED class for parents and adults in the community.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

13a - Instructional materials used to support the ESL program include "Amazing English" by Addison Wesley, Scott Foresman's E.S.L. Accelerated English Language, and Breakthrough to Literacy by McGraw-Hill. Computer technology is implemented throughout the lessons with EAROBICS.

Teaching materials used to support the Bilingual Spanish Program include Balanced Literacy Workshop models and Everyday Mathematics with Bilingual materials. The Bilingual Spanish materials include: Nuevas Aventuras, Matematica Diarieras, and Paso A Paso. All classes are enriched with Breakthrough to Literacy by McGraw Hill. All classes have leveled libraries that include Native Language books.

13b. Additional materials used in the content areas are:

- In ESL classroom - Reading Word Problems in Mathematics (Levels A,B,C, and D), Content Reading in Social Studies (Levels A,B,C, and D), Content Reading in Geography (Levels A,B,C, and D), Content Reading in Science (Levels A,B,C, and D) and Vocabulary Connections- Content Area Approach (levels A,B,C, and D).

- In Bilingual Spanish classes - Native language materials include Leer y Captar el Continido - Ciencia, Lee y Captar el Continido Ciencias - Social, Cuadernos de Actividades - Houghton Mifflin, Solucion de Problemas - Enfoque en la Matematica, Nuevos Horizontes, Libro de Lectura.

14. How is native language support delivered in each program model? TBE, Dual Language and ESL)

The Spanish Bilingual 12:1:1 classes have Native Language support through Native Language libraries, content area materials and books, and Native Language dictionaries. Content tests are given in Native Language translations, such as Math, Science and Social Studies. Practice tests are also translated.

The ESL pull-out classroom includes a multi-language library including books in Spanish, Urdu and Chinese. Bilingual Spanish

dictionaries are also available.

15. Do required services support and resources correspond to ELLs' ages and grade levels?

Required services support, and resources correspond to ELLs ages and grade levels. The students are grouped in 2 year grades and ages, and materials correspond to each group.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Newly enrolled ELLs are newcomers. These students receive the mandated instructional minutes during the school day according to the LAB-R score (Beginning, Intermediate-360 minutes, Advance – 180 minutes per week). The ESL teacher works closely with the classroom teacher to make sure the students' needs are met. There is a newcomer center provided by the ESL teacher to the newcomers. This center includes picture dictionaries, Native Language dictionaries, Books on Tape, and Newcomer books from Addison Wesley. In addition, Title III Saturday program is available to the newcomer focusing on oral-language development in English.

- Besides the newcomer center provided in the classroom, the ESL teacher has a special orientation class. The newcomers are taken on a tour of the school. The ESL teacher takes them to the lunchroom, the gym, the auditorium, the nurse, the office and shows them the boys and girls bathrooms near their classroom. The students walk the hallways and are introduced to the computer teacher, the science teacher, the librarian and the school nurse. They go up and down the stairways as the ESL teacher points out the arrows of directions painted on the walls.

17. What language electives are offered to ELLs?

There are no language electives offered at our school at the present time.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

P.S. 57 uses Teachers College Reading Writing Program (TCRWP). Celena Larkey, is scheduled to provide ongoing professional development throughout the year for Special Education teachers and Teachers of ELLs. The schedule for the workshops are as follows:

September 16, 2011 -

November 1, 7, 28

December 2

Jan 26,

Feb 1, 8, 14, 29

- Students in grades K-2 participate in "Shared Reading" in the Shared Reading Workshop. Students in grades 3 – 5 participate in "Conferencing." Professional Development is centered around supporting teachers with ELLs. PD focuses on the importance of supporting the struggling readers and differentiating instruction to meet the needs of the ELLs.

- In addition, the network has ongoing smart board training for our staff.
- Weekly planning sessions on Monday afternoons will be extended to include all staff members that currently work with ELLs. This includes the Assistant Principals- Rhonda Calcagno and Karyn Lind, Common branch teachers and parent coordinator- Mrs. Ham. All constituencies meet to plan activities to meet the needs of ELL's and all our students. The Math Coach - Alaka Das and Literacy coach - Kristine Cusick also provide professional development to address the needs of all students including ELLs and students with disabilities.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our school provides an orientation meeting at nearby I.S. 49 for the graduating 5th grade class. The students go to the middle school and are introduced to the school staff members. The 5th Grade graduation is held at IS 49.

The ELL compliance officer will provide training to the guidance counselor - Mrs Elaine Gregorio who will in turn provide training to all staff to assist the transition of ELLs. The guidance counselor will also work with the bilingual social worker - Mrs. Gladys McCormick, and the parent coordinator- Mrs Ham to reach out to the parents as they need assistance with the students.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

All workshops are provided by the Network. The Network Senior ELL Compliance Performance Specialist send through e-mail, in the Principals Weekly, a list of free workshops that our teachers can attend throughout the city. Teachers register through the survey monkey.com.

- Records are maintained in the main office of our school. The school payroll secretary, Angela Ulsamer, keeps a copy of the workshop certificates in the teachers file. However, it is upto the teachers to update and maintain their records.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Describe parent involvement in your school, including parents of ELLs.
 - 1a. Parents are involved in every activity at our school -parent-teacher conferences, Family Math Night, and Saturday morning programs. Invitation to all the programs are translated. Our school has an adult ESL and GED program. This program is funded by the Staten Island YMCA and the Staten Island Foundation Family Outreach Center. There are two levels of ESL: one for Beginners and the other one for Advanced ESL. We also have a GED class. The GED class is for the parents that want to continue their education. These classes are conducted by our licensed and certified ESL and Bilingual teachers. The ESL classes work in conjunction with the Title III program, focusing on oral-language development.
In addition, our school TCRWP program has Literacy workshops for the parents. The workshops are ongoing throughout the year. Workshops include
September workshop - 'Support your child at home in Reading and Writing'.
December workshop - 'Parents as Literacy Partners'
Spring workshop - "Preparing your child for Tests"
Our parent Coordinator has on-going workshops throughout the year. All parents get invitations translated in their Native Language.
 - 1b. Our school has translators in Spanish, Hindi and Urdu. They translate all notices, flyers, letters and other information for the parents that go home. If notices are not returned, they are followed up with a phone call. If further translation is needed, Translation and Interpretation Unit is contacted.
 - 1c. School Newspaper/Calendar is translated in Spanish every month and sent home. Parents are notified about the PTA meetings after school to participate in the school activities. Open School Week information is sent home to parents to visit and participate in the classroom activities during the school day. Parents are also invited to the Parent Teacher Conferences to meet and discuss their child's academic progress with their child's classroom teacher. Our school has the Family Math Night where all parents are invited to participate. If translation is needed in other languages then, the Translation and Interpretation Unit is contacted.

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)	10	7	7	7	6	4								41
Intermediate(I)	0	2	2	6	4	5								19
Advanced (A)	0	0	0	0	1	3								4
Total	10	9	9	13	11	12	0	0	0	0	0	0	0	64

NYSESLAT Modality Analysis

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

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4		3		2			5
5		3		2			5
6							0
7							0
8							0
NYSAA Bilingual Spe Ed		9		1			10

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		3		2				7
5	2		2		0				4
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	8		1						9

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		1				6
8									0
NYSAA Bilingual Spe Ed	1		4		1				6

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	8	1	1					
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here. Describe what assessment tools your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnel, 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.

Our school uses TCRWP to assess the early literacy skills of our ELLs. The ELLs are assessed through the following components of TCRWP: letter identification, letter sounds, high-frequency words, comprehension, fluency and re-tell. Assessment results provide our teachers with the students strengths and weaknesses. Teachers provide differentiated instruction to meet the needs of each student.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The NYSESLAT was given in the Spring 2011. Seventy ELLs took the test. A total of 5 ESL students scored (P) Proficient and tested out of the ESL program. Data across proficiency levels and grades (K – 5) reveal that students scored higher in listening and speaking, and lower in reading and writing. Five students scored Proficient in listening and speaking, and five scored Proficient in reading and writing. Twenty one students scored Advanced in Listening and Speaking, and five students scored Advanced in Reading and Writing. Twenty-two students scored Intermediate in listening and speaking, and seventeen students scored Intermediate in reading and writing. Twenty one students scored Beginning in listening and speaking and forty-two students scored Beginning in reading and writing across all grades K-5. We do not have the scores for the fifth graders who graduated.

The numbers indicate improvement and movement. Thirteen students moved from Beginning to Intermediate Level. Five students moved from Intermediate to Advanced Level and five students moved from Advanced to Proficiency

3. How will patterns across NYSESLAT modalities-reading/writing and listening/speaking-affect instructional decisions?

Patterns across NYSESLAT modalities-listening/speaking and reading/writing affect instructional decisions. Test scores show students are stronger in listening/speaking and weaker in reading and writing. This information will drive instruction, concentrating on the reading and writing process for all grades. Complying with NYS ESL mandates and addressing the NYS ESL and Bilingual Standards will be the basis for instructional decisions. Core Standards are used to teach English in a context based cross-curriculum format addressing the four modalities of speaking, listening, reading and writing.

- Staff members involved in this process would be the Bilingual Spanish classroom teachers and the ESL teacher: Judith Ventura(K-1), Carolyn Reid(2-3), Marie Pugliese(4-5), and Irene Lepek(K-5)

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs fairing in tests taken in English as compared to the native language?

Content tests, such as Math and Science are given in English. Spanish translation of tests are available upon request. Examining the New York State Test results indicate that ELLs do well in Math.

There were eleven ESL students that took the 2011 New York State Math Test. Our current fourth and fifth grader scores show that four students scored Level 1, five students scored Level 2, and two students scored Level 3. There were nine Bilingual Spanish Special Education students that took the 2011 New York State Math Test last year. eight students scored Level 1, one student scored Level 2.

Our current fourth and fifth graders show that ten ESL students took the 2011 New York State ELA Test last year. Six students scored Level 1, four students scored Level 2. There were no students who scored Level 3 or 4. There were 10 Bilingual Spanish Special Education students that took the 2011 NYS ELA Test last year. Nine scored Level 1 and 1 scored level 2. There were no students who scored 3 or 4. These test scores show weakness in reading and writing. Therefore, instruction will be directed in this direction.

The ESL students did well on the 4th Grade 2011 NYS Science Test last year. Six ESL students took the 2011 NYS Science Test. Two students scored Level 1, and three students scored Level 2 and 1 student scored a level 3. There were six Bilingual Special Education students that took the 4th Grade 2011 NYS Science Test. One student scored a level 1, four students scored Level 2, and one student scored Level 3. The Science Test was given in English with Spanish translation.

Bilingual Spanish Special Education students took the ELE test in the Spring of 2011. Ten bilingual special education students took the test. Eight students scored 1-25%, 1 scored 26-50%, and 1 scored 51-75%.

- Staff members involved in this process are the Bilingual Spanish teachers and the ESL teacher. The testing coordinator orders , prepares and packs the test.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Test scores indicate that ELLs are deficient in reading and writing. Classroom teachers are using the results of the ELL periodic assessment to drive instruction. Based on the data, teachers of ELLs differentiate instruction to accommodate the needs of the students. While differentiating instruction, the teachers use supplementary marterials such as Scholastic Readers, smart board activities, listening centers and phonics board games to reinforce instruction. Our school is planning to have study groups to generate rubrics for reading and writing and also look at student samples to guide instruction. Based on the Periodic Assessment Data, we are also focusing on addressing the ELLs needs in the areas of reading and math by providing: AIS, Extended Day, Peer Tutoring, Small Group Instruction, One to One Instruction, and ongoing formal and informal assessment to monitor gains.

- The Bilingual Spanish teachers use the results of the ELL periodic assessment to drive instruction in both native language spanish and english

c. What is the school learning about ELLs from Periodic Assessments? How is the Native Language used?

The Native Language is used in the Bilingual Special Education Program. This program includes a Bilingual Library, Bilingual Dictionaries, and Bilingual Books in Content Areas. The ESL program uses Native Language with the beginning level students. The ESL program also incorporates Native Language Books and Native Language Dictionaries to assist our newly arrived ELLs.

5. For dual language programs, answer the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

N/A

b. What is the level of language proficiency in the second (target) language?

N/A

c. How are EPs performing on State and City Assessments?

N/A

6. Describe how you evaluate the success of your programs for ELLs.

We evaluate the success of our ELLs with the NYSESLAT results. Our school is in compliance with CR Part 154 and all state mandates. All procedures are in place. The administration of Home Language Forms, Parent Orientation, and Testing is all conducted within the

mandated time frame. The program models at our school are aligned with parent requests. The ELLs at our school receive the best possible instruction. All available programs and activities offered at our school include the ELLs. The parents of ELLs are included in all parental involvement activities. Results of the NYSESLAT show that from fifty seven ELL students that took the test in Spring 2011, five ESL students scored Proficient (P). Our scores reflect that 13 students moved from Beginning level to Intermediate Level, 5 students moved from Intermediate Level to Advanced Level and 5 students moved from Advanced to Proficient Level. These numbers indicate a successful program for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/10/11
	Assistant Principal		11/10/11
	Parent Coordinator		11/10/11
	ESL Teacher		11/10/11
	Parent		11/10/11
	Teacher/Subject Area		11/10/11
	Teacher/Subject Area		11/10/11
	Coach		11/10/11
	Coach		11/10/11
	Guidance Counselor		11/10/11
	Network Leader		11/10/11
	Other		1/1/01

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01
	Other		

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: Hubert Humphrey Elementary	DBN: 31R057
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: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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: PS 57 services its English Language Learners in English and Bilingual Spanish during the regular school day. Supplemental Programs after school on Thursdays are in English language only. This is in compliance with parental choice. This year we have identified 70 ELL's. Twenty five receive Special Education Bilingual Spanish and 40 receive ESL services. Our bilingual spanish and ESI programs and curriculum are fully aligned with grade level curricula consistent with Common Core Learning Standards in literacy, mathematics, and other content areas. ESL and content area teachers implement the methodology of Teacher's College Reading and Writing Project. Additionally, teachers are using InfoPairs and Safari magazines for small group instruction and "Let's Talk About it" materials for shared reading and oral language development. Our ELL's fully participate in the reading and writing workshop taught by classroom teachers. Those that are newly arrived and identified are pulled out every day for ESL instruction for the beginners. To improve mathematics, our ELS teacher and content area teacher use a variety of materials such as bilingual glossaries, picture dictionaries, classroom word walls, and activating prior knowledge to help their students. We provide additional academic support for ELL's in the Thursday after school ELA/Math program. To improve English Literacy Skills, in addition to ESL and content area teachers, all subject and classroom teachers use graphic organizers for vocabulary and content development, visual aids, picture and bilingual dictionaries, and leveled books. Native language is used in the bilingual Spanish class in accordance to mandated minutes in C.R. part 154. The ESL room has a supplemental library of books and resources in Chinese and Urdu for the students to use. Classroom teachers allow beginners to write in their native language to observe for stamina and fluency. High expectations for all students, including ELL's, are part of of the rigorous academic program; our ELL'S are held to the same high standards and expectations. Because all of or ELL's take standardized exams a year after arrival to the USA, they also participate in test preparation programs during extended day and during regular school hours.

To assure success for our LEP students, the program will consist of one hour of ELA instruction followed by an hour of math instruction. Teachers will use Monday embedded professional development time 2:35-3:12.5 as well as common planning time to construct lessons and activities for the students. We use Title III funds to provide supplemental servces that help them in English Language acquisition and mathmatics in an afterschool program on Thursdays starting November 1st for 25 sessions @ 2 hours/session using two teachers and a supervisor funded with Title 111 funds. One teacher is ESL licensed and the other is a content area teacher . This is the only after school program scheduled for Thursday.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: High quality professional development that is in depth and on going is part of our annual PD plan. Furthermore, we provide professional development in teaching ESL strategies for the whole staff so it has positive and lasting impact on the teachers' performance in the classroom. PS 57 has participated in on going professional development that targets teaching English Language Learners. PS 57 has led a 4 year long staff development on teaching ELLs. Teachers have participated in study groups and labsites that meet several times a year where they look at student data tools and discuss theory and practicum in the classroom. As in the past year, the school's professional development for the delivery of instruction and services to limited English proficient students will continue by implementing TC methodology by classroom teachers. We will continue our study and data analysis for ELLs and their implications for instruction. The ESL teacher will work closely with lower and upper grade teachers and will provide them with specific strategies for teaching ELLs. The ESL teacher will participate in professional development offered by the CFN. Because we service ELLs and former ELLs, the on going professional development has been provided for new teachers by their mentor and Literacy Coach, Krisitne Cusick. It is our practice that every year the entire faculty receive ongoing professional development in teaching ELLs and former ELLs from our Literacy Coach, Network Support Staff and supervisors. CITE, a contracted vendor will also provide 11 hours of professional development sessions divided up into 11 one hour sessions. These one hour professional development sessions will be held during the weekly Monday professional development sessions every Monday beginning 1/28/13 through 4/29/13 from 2:35pm to 3:35pm implementing the Common Core Learning Standards for ELL students.

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: There are 70 ELLs enrolled in our school this year. We extend our parent involvement to their parents and families to ensure their full engagement in the educational process. In addition to mandated services, we meet with the identified families during our Open Houses in September and Open Door in October. The Open House is designed to provide the parents with opportunities to learn about the curriculum and meet with their child's teacher. ESL teachers are always available to discuss the ESL curriculum and to provide additional information for the parents. ESL teachers also provide Parent workshops four times a year. Topics include preparing ELL students for standardized exams, strategies to build literacy and math skills and information about the Common Core Standards and citywide expectations. The parent workshops are held in the library at 9am on 12/11/12, 1/15/13, 2/12/13 and 3/12/13. Our literacy coach also provides on going parent workshops throughout

Part D: Parental Engagement Activities

the year. All parents are included. Our report cards keep the parents informed about school expectation and benchmarks students have to meet. Notices are sent home to parents in their native language informing them of the these workshops. Parents are also informed of these workshops in the parent newsletter in their native language that is sent home monthly. Translation service will be available during all workshops.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

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: Hubert Humphrey Elementary

DBN: 31R057

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

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school

After school

Saturday academy

Other:

Total # of ELLs to be served: 30

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

K

1

2

3

4

5

6

7

8

9

10

11

12

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 1

of content area teachers: 1

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: PS 57 services its English Language Learners in English and Bilingual Spanish during the regular school day. Supplemental Programs after school on Thursdays are in English language only. This is in compliance with parental choice. This year we have identified 70 ELL's. Twenty five receive Special Education Bilingual Spanish and 40 receive ESL services. Our bilingual spanish and ESI programs and curriculum are fully aligned with grade level curricula consistent with Common Core Learning Standards in literacy, mathematics, and other content areas. ESL and content area teachers implement the methodology of Teacher's College Reading and Writing Project. Additionally, teachers are using InfoPairs and Safari magazines for small group instruction and "Let's Talk About it" materials for shared reading and oral language development. Our ELL's fully participate in the reading and writing workshop taught by classroom teachers. Those that are newly arrived and identified are pulled out every day for ESL instruction for the beginners. To improve mathematics, our ELS teacher and content area teacher use a variety of materials such as bilingual glossaries, picture dictionaries, classroom word walls, and activating prior knowledge to help their students. We provide additional academic support for ELL's in the Thursday after school ELA/Math program. To improve English Literacy Skills, in addition to ESL and content area teachers, all subject and classroom teachers use graphic organizers for vocabulary and content development, visual aids, picture and bilingual dictionaries, and leveled books. Native language is used in the bilingual Spanish class in accordance to mandated minutes in C.R. part 154. The ESL room has a supplemental library of books and resources in Chinese and Urdu for the students to use. Classroom teachers allow beginners to write in their native language to observe for stamina and fluency. High expectations for all students, including ELL's, are part of the rigorous academic program; our ELL'S are held to the same high standards and expectations. Because all of our ELL's take standardized exams a year after arrival to the USA, they also participate in test preparation programs during extended day and during regular school hours.

To assure success for our LEP students, the program will consist of one hour of ELA instruction followed by an hour of math instruction. Teachers will use Monday embedded professional development time 2:35-3:12.5 as well as common planning time to construct lessons and activities for the students. We use Title III funds to provide supplemental services that help them in English Language acquisition and mathematics in an afterschool program on Thursdays starting November 1st for 25 sessions @ 2 hours/session using two teachers and a supervisor funded with Title 111 funds. One teacher is ESL licensed and the other is a content area teacher. This is the only after school program scheduled for Thursday.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: High quality professional development that is in depth and on going is part of our annual PD plan. Furthermore, we provide professional development in teaching ESL strategies for the whole staff so it has positive and lasting impact on the teachers' performance in the classroom. PS 57 has participated in on going professional development that targets teaching English Language Learners. PS 57 has led a 4 year long staff development on teaching ELLs. Teachers have participated in study groups and labsites that meet several times a year where they look at student data tools and discuss theory and practicum in the classroom. As in the past year, the school's professional development for the delivery of instruction and services to limited English proficient students will continue by implementing TC methodology by classroom teachers. We will continue our study and data analysis for ELLs and their implications for instruction. The ESL teacher will work closely with lower and upper grade teachers and will provide them with specific strategies for teaching ELLs. The ESL teacher will participate in professional development offered by the CFN. Because we service ELLs and former ELLs, the on going professional development has been provided for new teachers by their mentor and Literacy Coach, Krisitne Cusick. It is our practice that every year the entire faculty receive ongoing professional development in teaching ELLs and former ELLs from our Literacy Coach, Network Support Staff and supervisors. CITE, a contracted vendor will also provide 11 hours of professional development sessions divided up into 11 one hour sessions. These one hour professional development sessions will be held during the weekly Monday professional development sessions every Monday beginning 1/28/13 through 4/29/13 from 2:35pm to 3:35pm implementing the Common Core Learning Standards for ELL students.

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: There are 70 ELLs enrolled in our school this year. We extend our parent involvement to their parents and families to ensure their full engagement in the educational process. In addition to mandated services, we meet with the identified families during our Open Houses in September and Open Door in October. The Open House is designed to provide the parents with opportunities to learn about the curriculum and meet with their child's teacher. ESL teachers are always available to discuss the ESL curriculum and to provide additional information for the parents. ESL teachers also provide Parent workshops four times a year. Topics include preparing ELL students for standardized exams, strategies to build literacy and math skills and information about the Common Core Standards and citywide expectations. The parent workshops are held in the library at 9am on 12/11/12, 1/15/13, 2/12/13 and 3/12/13. Our literacy coach also provides on going parent workshops throughout

Part D: Parental Engagement Activities

the year. All parents are included. Our report cards keep the parents informed about school expectation and benchmarks students have to meet. Notices are sent home to parents in their native language informing them of the these workshops. Parents are also informed of these workshops in the parent newsletter in their native language that is sent home monthly. Translation service will be available during all workshops.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		