



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS 153 MASPETH ELEMENTARY SCHOOL

**DBN (i.e. 01M001):** 24Q153

**Principal:** SUSAN BAUER

**Principal Email:** SBAUER@SCHOOLS.NYC.GOV

**Superintendent:** MADELENE CHAN

**Network Leader:** DIANE FOLEY

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Susan Bauer	*Principal or Designee	
Diane Chiauzzi	*UFT Chapter Leader or Designee	
Lillian Esposito	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Kathy Anderson	Member/	
Josephine Saia	Member/	
Theresa Bethge	Member/	
Joann Berger	Member/	
Charlene Stubbs	Member/	
Aiyess Hale	Member/	
Joseph Corbisiero	Member/	
Tracy Ivanic	Member/	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed
<b>School Leadership Team Signature Page</b>
<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
<b>Academic Intervention Services (AIS)</b>
<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, the Principal and Assistant Principals will conduct 4-6 normed formative observations for 100% of eligible teachers using rubrics from all four domains outlined in Charlotte Danielson's 2013 Framework for Teaching in accordance with the new Teacher Evaluation and Development System to provide actionable feedback to teachers and to determine areas of need to guide professional development.

### 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.

With implementation of the new Teacher Evaluation and Development System (ADVANCE) there is a need for professional development around the 22 competencies of Danielson's Framework for Teaching with a focus on Domains 2 and 3.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Schedule and conduct 4-6 normed formative observations for 100% of eligible teachers
2. Administrators will conduct Initial Planning Conferences where teachers will select an option for observations and to discuss goals and expectations. After each formal or informal observation administrators will provide feedback and next steps to teachers.
3. Participate in a variety of activities (classroom visits, Network meetings, Professional Development sessions, accessing resources available on the DOE website, etc.) to strengthen and deepen their knowledge and understanding of Charlotte Danielson's Framework for Teaching
4. Administrators will conduct summative end of year conferences with each eligible teacher
5. Results of walkthroughs will be aggregated to create a baseline and PD sessions will be conducted to identify and address areas needing improvement according to Danielson's rubric

#### B. Key personnel and other resources used to implement each strategy/activity

1. Principal and Assistant Principals
2. Principals, Assistant Principals and teachers
3. Principal and Assistant Principals
4. Principals and Assistant Principals
5. Principals, assistant Principals, Literacy and Math Coaches, and teachers

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 30% of observations will be completed by December 1, 2013, 60% by February 1, 2014 and 100% by May 2014
2. IPCs will be complete by October 2013-observations/feedback refer to #1
3. Ongoing
4. 100% of eligible teachers will participate in summative end of year conferences
5. Create baseline after completion of first round of walkthroughs (Nov. 2013) conduct PD on identified competencies (Sept-June). Assess effectiveness of PD and feedback via teacher ratings in each competency.

#### D. Timeline for implementation and completion including start and end dates

1. September 2013 through May 2014
2. September 2013- June 2014
3. September 2013-June 2014
4. May/June 2014
5. September 2013-June 2014

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Purchase and use TeachBoost to document observations, provide feedback to teachers and track progress-Enter ratings into ADVANCE
2. N/A
3. Work with Talent Coach to norm observations, participate in PD and utilize all available resources to deepen understanding of Danielson.

4. Use TeachBoost to document conferences – enter into ADVANCE
5. TeachBoost, PD Calendar, schedule assembly programs to provide coverage for teacher PD, Allocate funds for f-status teacher to conduct assemblies, schedule common preps to allow for collaboration among teachers, per diem and per session funds allocated for PD

**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).

Share information with SLT

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014 teacher teams in all grades and content areas will examine curricula in ELA (Ready Gen and Code X) Math (Go Math! and Connected Math 3), science and social studies to ensure alignment to the Common Core Instructional Shifts, identify gaps and implement changes to classroom practice. This will be measured by revisions to curriculum maps based on data gathered and reviewed from student work products.

**Comprehensive Needs Assessment**

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

The 2013-14 Citywide Instructional Expectations call for a shift in classroom practice across grades and content areas. In the 2012-2013 academic year, students experienced teacher-created units of study in literacy and math aligned to the common core learning standards. With the roll out of new curricula in ELA and math it is imperative that teachers are able to recognize instructional shifts, and identify gaps within the vendor-created materials.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Coaches will assist teachers in reviewing units during common preps and grade conferences.
2. Teachers will attend vendor-led professional development on the new DOE-approved literacy and math programs
3. Teachers will plan and conduct lessons that demonstrate a shift in practice as called for in the 2013-2014 Citywide Instructional Expectations
4. Teachers will supplement and revise units as necessary to address identified gaps.
5. Teachers, coaches, and administration will meet periodically to review student work products to reflect on shifts in classroom practice and impact on student progress

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers, literacy coach, math coach
2. Teachers, literacy coach, math coach, administrators
3. Teachers/Coaches
4. Teachers/coaches/administrators
5. Teachers/Coaches/Administrators

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Unit maps will reflect adjustments and revisions needed to ensure alignment to the CCLS and the Instructional Shifts

2. Teachers attending PD provided by vendors will turnkey
  3. Lesson plans and observations will note the incorporation of instructional shifts as documented in observation reports
  4. Revised maps noting the revisions and the data indicating revisions needed
  5. Results of review of student work products identifying gaps and where revisions to maps and instructional practices are needed.
- D. Timeline for implementation and completion including start and end dates**
1. September 2013-June 2014
  2. September 2013-June 2014
  3. September2013-June 2014
  4. September 2013-June2014
  5. September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Grade assemblies to provide coverage or teachers to meet, Schedule of common preps,
  2. Schedule time for teachers to turnkey – common preps/assembly periods/ faculty and grade conferences
  3. Common preps used for grade planning
  4. See 1-3
  5. Teacher Teams will meet during Inquiry time to review students work products and resulting data

**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).

Administrators, literacy coach, math coach and members of teacher teams will conduct parent workshops on the new DOE-approved literacy and math materials and the instructional shifts embedded in the Common Core Learning Standards.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	X	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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 2014 teachers in all grades and content areas will improve their questioning and discussion techniques to deepen student understanding as measured by Danielson's Framework for Teaching.

**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.

Given that questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, and fall within Domain 3, one of the domains with greater emphasis in ADVANCE, this competency merits study. Competency 3b is a focus of last year's professional development plan. Observation reports indicate however, that there remains a need for further work in this area. Our Instructional Leadership Team selected questioning and discussion as our Instructional Focus for 2013-2014.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Develop an instructional focus around questioning and discussion practices.
2. Coaches and teacher leaders will conduct professional development on questioning and discussion practices, Socratic Seminar, and on the CCLS instructional shifts in ELA and math related to rich and rigorous discussion.

3.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Instructional Leadership Team 2. Administrators, Coaches teacher leaders 3.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Develop and share Instructional Focus with faculty-August/September 2013. Measure progress using Framework for Teaching rubric (competency 3b) January 2014 and May 2014. 2. Professional Development plan includes focus on questioning and discussion practices/classroom observations note progress as measured by ratings in competency 3b. 3.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. August 2013-June 2014 2. September 2013- June 2014 3.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Allocate funds for per diem and per session 2. Assembly schedule/common preps/grade conferences/attendance at off site pd / application of calendar change day 3.

**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).  
 Literacy coach, math coach and members of teacher teams will conduct parent workshops which will include how parents can use higher order questions at home to support student progress.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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 2014, 70% of Students with Disabilities in ICT, SETSS, and Self-Contained Special Education classes will increase their independent reading levels by an average of three levels, as measured by TCRWP running records documented on Assessment Pro.

**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.  
 Based on the results of the 2012-2013 NYS ELA exams and reading level data from Assessment Pro, we identified students with IEPs who did make progress.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

- Continue and strengthen the use of Soar to Success, a guided reading program, for use in self-contained classrooms.
- Teachers assigned to self-contained and ICT classrooms will receive professional development to increase their knowledge and utilization of small group instructional strategies

3. Hire additional SETSS teacher
4.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Teachers, coaches, administrators
2. Teachers, coaches, administrators
3. Human Resources Committee
4.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Running records will be administrated five times a year (September, November, February, April and June). Individual reading level goals will be set for each student and progress monitored via documentation entered into Assessment Pro
2. Professional Development Plan includes sessions on differentiation, multiple entry points and instructional strategies
3. Interview and hire SETSS teacher by December 2013. This will allow more flexibility in assignment of students/grade. Also will allow time for collaboration between SETSS teacher and classroom teacher. Student progress re: reading levels will be monitored five times per year.
4.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. September 2013-June 2014
2. September 2013-June 2014
3. December 2013-June 2014
4.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Allocate funds for per session and per diem of PD sessions on Soar to Success/Assessment Pro
2. Allocate funds for per session and per diem of PD sessions/Assembly schedule
3. Allocate funds for teacher salary
4.

**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).

Coaches will conduct parent workshop on reading aloud to students and explain the importance of students tracking their at home reading via daily reading logs requiring parent signatures.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

**Goal and Action Plan #5**

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.

By June 2014, the ELL student group will demonstrate progress towards achieving language proficiency, as measured by a 3% increase in the number of students advancing to the next level (1.e.. beginning to intermediate, intermediate to advanced), as determined by the NYSESLAT assessment

**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.

A review of the 2013 NYSESLAT results identified ELLS who did not make progress in proficiency levels.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Continue to implement the NYSIEB School Improvement Action Plan, developed by our ESL Leadership Team in collaboration with the CUNY-New York State Initiative for Emergent Bilinguals Grant: All teachers of ELLs will increase their knowledge and utilization of translanguaging and bilingualism as a resource to support ESL instruction
2. Teachers of ELLs will work with ESL Leadership Team to provide input and strategies to support the use of translanguaging and bilingualism as an instructional resource within the new math and ELA curricula
- 3.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Administrators, ESL teachers, Classroom teachers of ELLs, CUNY-NYSIEB personnel
2. Administrators, ESL teachers, Classroom teachers of ELLs, CUNY-NYSIEB personnel
- 3.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. ESL progress monitoring 3x per year: November, February, June using Running Records and school created ESL checklist
2. ESL progress monitoring 3x per year: November, February, June using Running Records and school created ESL checklist
- 3.
- 4.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014
2. September 2013-June 2014
- 3.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per diem/per session funds
2. Per diem and per session funds
- 3.

**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).

Parent workshops/Saturday Family ESL Program  
 Parent Volunteers/Parent member of ESL Leadership Team

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Phonics- Foundations & Wilson Intensive Reading – Reading Recovery Comprehension-Visualizing and Verbalizing Fluency- Great Leaps	Small Group	During the school day
<b>Mathematics</b>	Number Sense & Operations- Do the Math	Small Group	During the School day
<b>Science</b>	close reading of content based texts with student writing tasks aligned to the instructional shifts	Small group	During the school day
<b>Social Studies</b>	close reading of content based texts with student writing tasks aligned to the instructional shifts A	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-risk counseling, at-risk occupational therapy, at-risk therapy	Small group	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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**Parent Involvement Policy (PIP) PS 153Q**

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, PS 153, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Our school, PS 153, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>24</b>	Borough <b>Queens</b>	School Number <b>153</b>
School Name <b>Maspeth Elementary</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Susan Bauer</b>	Assistant Principal <b>Susan Voogt</b>
Coach <b>Doreen Keegan</b>	Coach <b>Diane Marzec</b>
ESL Teacher <b>Susan Mohan</b>	Guidance Counselor <b>Jennifer Levy</b>
Teacher/Subject Area <b>Constance Kelly, ESL Teacher</b>	Parent
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Susan Yanez</b>
Related Service Provider <b>Maria Tocaj</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>8</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>5</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1417</b>	Total number of ELLs	<b>163</b>	ELLs as share of total student population (%)	<b>11.50%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
self-contained	43	32	27	0										102
Push-In	5	6	4	7	19	14	6							61
<b>Total</b>	<b>48</b>	<b>38</b>	<b>31</b>	<b>7</b>	<b>19</b>	<b>14</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>163</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	163	Newcomers (ELLs receiving service 0-3 years)	148	ELL Students with Disabilities	24
SIFE		ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6+ years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	148		16	15						163
Total	148	0	16	15	0	0	0	0	0	163

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	23	19	5	11	8	5							100
Chinese	1	3	2	1	0	0	0							7
Russian														0
Bengali														0
Urdu						1								1
Arabic	3	5	4	1	5	3	0							21
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	14	5	6	0	2	0	1							28
Albanian														0
Other	1	2	0	0	0	3	0							6
<b>TOTAL</b>	48	38	31	7	18	15	6	0	0	0	0	0	0	163

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	47	7	6	2	4	3	3							72

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	6	8	2	8	1	1							27
Advanced (A)	0	24	17	3	7	10	3							64
Total	48	37	31	7	19	14	7	0	0	0	0	0	0	163

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	3	4	0	16
4	8	5	0	0	13
5	7	3	1	0	11
6	18	3	0	0	21
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8	1	5	2	2		1		19
4	8	3	2		0	1	1		15
5	7	2	3		1		0		13
6	8	2	11		1		0		22
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		5	1	4	3	3		19
8									0
NYSAA Bilingual (SWD)									0

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

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

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Early literacy skills are assessed through the TC Running Record of Reading and performance tasks in the literacy and math curriculum. Data from the TC benchmarks for reading show that ELLs continue to need strong instructional support in the modality of reading.

All ELL students are provided with differentiated instruction that will cover all content areas, including literacy, mathematics, science and social studies to meet and exceed the Common Core Learning standards. ELLs participate in the literacy curriculum, where the teacher engages ELLs in read-alouds, the Socratic Seminar, language experience, shared reading, close reading of grade level texts, one-to-one conferring, guided reading and independent reading. ELLs are also engaged in Writing instruction through modeled writing, shared writing, guided writing, independent writing and interactive writing. In the early grades, K-2, the Foundations Phonics Program and Word Work lessons are implemented within the literacy model.

Focused lessons are derived from this data and serve to enhance the listening, speaking, reading and writing skills to a level that can promote and enhance their success. ELLs are expected to achieve the same high standards as all students. As per our Language Allocation Policy, Beginner and Intermediate ELLs are given 360 minutes of ESL Instruction and Advanced ELLs are given 180 minutes of ESL instruction with an additional 180 minutes of ELA. Additionally, content areas of Science, Social Studies and Mathematics are used as vehicles of ESL instruction to prepare the ELLs for state assessments.

Title III funded programs provide supplemental instruction to ELLs through the Saturday Intergenerational Academy program and The Title III after-school ELL program. Additional help in English is provided to parents through the Saturday Intergenerational Academy. These programs are used to service any incoming SIFE students as well. The instructional programs service ELLs in Grades K-6 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Additionally, Title III extended day programs prepare the children for the content area state exams of Mathematics and Science.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The administration of the LABR in Kindergarten reveals that the majority of students receiving ESL services in Kindergarten are first time entrants to the public school system. Grade two has the largest population of ELLs in the beginner category. The 2013 NYSESLAT indicates that there are 37 First Grade ELLs; 7 are beginners, 6 are intermediate, and 24 are advanced students. Of the 31 second grade ELLs, 6 are beginners, 8 are intermediate, and 17 are advanced students. Of the 7 third grade ELLs, 2 are beginners, 2 are intermediate, and 3 are advanced students. Of the 19 fourth grade ELLs, 4 are beginners, 8 intermediate and 7 are advanced students. Of the 14 ELLs in grade five, 3 are beginners, 1 is intermediate, and are 10 advanced students. Of the 7 ELL students in sixth grade, 3 are beginners, 1 is intermediate, and 3 are advanced students. Across the grades, from K through 6 in General Education classes, beginner ELLs are first time entrants into the English public school system who have been here less than one year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Data from the 2013 NYSESLAT and LAB-R data shows deficiencies in the modalities of writing and reading. Therefore, instructional emphasis is on reading and writing. The emphasis on the modalities of Listening, Speaking, Writing and Reading is data driven. Data is compiled from the results of baseline and benchmark assessments in reading and mathematics, the ELL periodic assessment, running records of reading progress, pre and post assessments from unit writing tasks, as well as the State Assessments in ELA and Math, to plan the instruction of ELLs. Early literacy skills are assessed through running records of reading progress and pre/post assessments from unit writing tasks. Data from these assessments show that ELLs continue to need strong instructional support in the modalities of reading and writing.

All ELL students are provided with differentiated instruction that will cover all content areas, including balanced literacy, mathematics, science and social studies to meet and exceed the Common Core Learning standards. ELLs participate in the CCLS aligned reading curriculum, where the teacher engages ELLs in read-alouds, accountable talk, language experience, shared reading, one-to-one conferring, guided reading and independent reading. ELLs are also engaged in writing instruction through modeled writing, shared writing, guided writing, independent writing and interactive writing. In the early grades, K-2, the Foundations Phonics Program and Word Work lessons are incorporated into the literacy instruction.

Focused lessons are derived from this data and serve to enhance the listening, speaking, reading and writing skills to a level that can

promote and enhance their success. ELLs are expected to achieve the same high standards as all students. As per our Language Allocation Policy, Beginner and Intermediate ELLs are given 360 minutes of ESL Instruction and Advanced ELLs are given 180 minutes of ESL instruction with an additional 180 minutes of ELA. Additionally, content areas of Science, Social Studies and Mathematics are used as vehicles of ESL instruction to prepare the ELLs for state assessments.

Title III funded programs provide supplemental instruction to ELLs through the Saturday Intergenerational Academy program and The Title III after-school ELL programs. Additional help in English is provided to parents through the Saturday Intergenerational Academy. These programs are used to service any incoming SIFE students as well. The instructional programs service ELLs in Grades K-6 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Additionally, Title III extended day programs prepare the children for the content area state exams of Mathematics and Science.

Growth in the four modalities of language learning, namely Listening, Speaking, Reading, and Writing, will be measured by administering the appropriate grade level NYSESLAT. Periodic Assessments, the NYSESLAT, and State ELA assessment are given to any ELL that is here for more than one year. The four modalities will be taught using the content area as a vehicle of language learning. We realize that the success of ELLs is dependent on their knowledge of the academic language of the content areas, as well as the exams they must take. Children will continue to be held to the same rigorous standards in all content area instruction as native speakers of English.

4. For each program, answer the following:

- a. 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?

NYS ELA Results:

Assessment results from the 2013 NYS English Language Arts Assessment reveals that 25% of the third grade ELLs tested received a performance level of 3, meeting the Common Core Standard. 19% of the third grade ELL students tested received a performance level of 2 and 56% received a performance level of 1, falling below the Common Core standard. No ELLs in grade 3 exceeded the common core standard with a performance level 4.

Assessment results from the 2013 NYS English Language Arts Assessment reveals that no fourth grade ELLs tested received a performance level of 3, meeting the common core standard. 38% of the fourth grade ELL students tested received a performance level of 2 and

62% received a performance level of 1, falling below the common core standard. No ELLs in grade 4 exceeded the common core standard with a performance level 4 in ELA.

Assessment results from the 2013 NYS English Language Arts Assessment reveals that 10% of the fifth grade ELLs tested received a performance level of 3, meeting the common core standard. 27% of the fifth grade ELL students tested received a performance level of 2 and 64% received a performance level of 1, falling below the common core standard. No ELLs in grade 5 exceeded the common core standard with a performance level 4 in ELA.

Assessment results from the 2013 NYS English Language Arts Assessment reveals that 0% of the sixth grade ELLs tested received a performance level of 3, meeting the common core standard. 14% of the sixth grade ELL students tested received a performance level of 2, approaching the common core standard, and 86% received a performance level of 1, falling below the common standard. No ELLs in grade 6 exceeded the common core standard with a performance level 4 in ELA.

- NYS Math Results

Assessment results from the 2013 NYS Mathematics Assessment reveals that 11% of the third grade ELLs tested received a performance level of 3, meeting the common core standard. 37% of the third grade ELL students tested received a performance level of 2, approaching the common core standard, and 47% received a performance level of 1, falling below the common standard. One student, .05%, of ELL students in grade 3 exceeded the common core standard with a performance level 4 in math.

Assessment results from the 2013 NYS Math Assessment reveals that one student, .06% of the ELLs tested in grade 4 exceeded the common core standard with a performance level 4 in Math. .06% of the fourth grade ELLs tested received a performance level of 3, meeting the common core standard. 13% of the fourth grade ELL students tested received a performance level of 2 and 73% received a performance level of 1, falling below the common standard in math.

Assessment results from the 2013 NYS Math Assessment reveals that 0% of the fifth grade ELLs tested exceeded the common core standard with a performance level of 4 in Math. .07% of the fifth grade ELLs tested received a performance level of 3, meeting the common core standard. 23% of the fifth grade ELL students tested received a performance level of 2 and 69% received a performance level of 1, falling below the common core standard in math.

Assessment results from the 2013 NYS Math Assessment reveals that .04% of the sixth grade ELLs tested received a performance level of 3, meeting the common core standard. 50% of the sixth grade ELL students tested received a performance level of 2 and 45% received a performance level of 1, falling below the common standard in math. No ELL students in grade 6 exceeded the common core standard with a performance level 4 in math.

- NYS Science Results

Assessment results from the 2013 NYS Science Assessment in Grade 4 reveals that 16% of the fourth grade ELLs tested exceeded the state standard with a performance level of 4 in Science. 37% of the fourth grade ELLs tested received a performance level of 3, meeting the state standard. 31% of the fourth grade ELL students tested received a performance level of 2 and 16% received a performance level of 1, falling below the state standard in Science.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

For Tier 1 interventions, classroom and ELL teachers use systematic strategies and techniques to support ELLs in the classrooms. For those students who are reading below grade level and have been in DOE schools for more than one year, the RTI team uses two universal screeners: DIBELS and TC running records to determine if students fit criteria for a Tier 2 intervention. These students receive Foundations and/or Wilson Intensive for 3 periods per week. After two-three instructional cycles, students may have made enough progress based on DIBELS and running record progress monitors to return to Tier 1 interventions in the classroom. If ELLs do not make enough progress, they may be moved up to a Tier 3 interventions where we increase Foundations or Wilson Intensive up to five periods per week. If the student makes progress, we will continue until the student is ready to be reduced back down to Tier 2. If a students does not make progress, we will recommend a referral for special education services.

6. How do you make sure that a child's second language development is considered in instructional decisions?

In collaboration with CUNY-NYSIEB, home language practices of ELLs are recognized and used as an instructional tool. Instructional decisions are made with the consideration of building upon the students' home language and cultural practices in instruction as an essential tool for language learning and education in general. In order to provide opportunities for bilingual students to use both English and home language practices, strategies for translanguaging (using home language literacy to support new language acquisition) are incorporated in the classrooms of ELLs. Also, the use of the New Language Arts Progressions will be introduced to teachers to guide them in providing instruction that makes the CCLS accessible to students at various language proficiencies and literacy levels.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Growth in the four modalities of language learning, namely Listening, Speaking, Reading, and Writing, will be measured by administering the appropriate grade level NYSESLAT. Interim Assessments, the NYSESLAT, and State ELA assessment are given to any Ell that is here for more than one year. The four modalities will be taught using the content area as a vehicle of language learning. We realize that the success of ELLs is dependent on their knowledge of the academic language of the content areas, as well as the exams they must take. Children will continue to be held to the same rigorous standards in literacy and content area instruction, as native speakers of English.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) ELL students are identified for testing through Home Language Surveys which are given in the native language of the parents at registration. A certified ESL teacher is available to assist parents in completing HLS. If the HLS indicates a language other than English, a certified ESL teacher conducts an informal oral interview in English and any available native translations, as part of the registration process. School staff assist with translations in Spanish, Arabic, and Polish. The NYCDOE translation services are used when we cannot provide the language needed. If the HLS and the interview indicates that the student speaks little or no English, an appropriately certified ESL teacher administers the LABR to these eligible students to determine English language proficiency within ten days of enrollment. If the Home Language Survey indicates Spanish as the student's first language, the Spanish LAB-R is administered by a certified ESL teacher to determine Spanish proficiency. Based on the results of the LAB-R, students are placed in the appropriate program.

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.

After a student is determined to need ESL services, an orientation meeting is planned with the parents where the choice of programs for servicing ELLs is explained. Parent Orientation meetings are held to inform parents of all the options and programs the city has to offer and are given the opportunity to choose. Parents view a video, in their native language, explaining the different programs for ELLs. The choices are Transitional Bilingual Education classes, Dual Language Bilingual, and Free Standing ESL classes. The parents fill out a Parent Survey in their native language indicating their choice. The program endorsed by parents has been Free Standing English as A Second Language and the decision to have ESL over General Education Bilingual classes is a direct result of the implementation of the city's policy of Parental Choice. All presentations and materials in conjunction with the video are given in the native language of the parents. This ensures that parents of incoming ELL students understand the choices being offered by the Department of Education in order to make a well-informed choice. Parent meetings are also conducted with translators. After a parent orientation is given to the parents and a program selection form is filled out we then analyze the data and determine what parents requested a bilingual or dual language program. To ensure that parents are notified when a program becomes available, in our school we develop rosters that list parents who request a bilingual or dual language program. The rosters are kept in our Ell/ Bilingual binder each school year. At this time, a sufficient number of parents have not chosen any program other than ESL for this school year. If any parent requests Dual Language or Transitional Bilingual Education and we currently do not offer such program, we consult [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov) for assistance with placement. Parent orientation meetings are given in the mornings and afternoons to meet the needs of parents. We also have translators available to ensure that all materials are in native language. Our ESL licensed teachers who conduct the parent workshops and explain all three programs choices to the parents are Susan Mohan, Christine O'Reilly, and Connie Kelly.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

To ensure that all entitlement letters are distributed and Parent Survey and Program Selection forms are returned we conduct parent orientation meetings throughout the school year. At the parent orientation meetings we provide entitlement letters and program selection forms to all parents to fill out. Susan Mohan and Connie Kelly are our two ESL specialists who are responsible for collecting all data and providing parents with information throughout the school year. All forms are placed in our ELL/ Bilingual Binder for the entire school year. If a parent did not attend the parent orientation meeting we proceed by sending home letters in their native language and contact them by phone to schedule another parent orientation meeting.

Our ESL teachers utilize the ESL roster for the entire school year to ensure that all placement letters and continued entitlement letters are distributed correctly. Throughout the school year the ESL roster is updated and letters are sent out accordingly. Our two ESL specialists Susan Mohan and Connie Kelly are responsible for updating ESL rosters and maintain all records. All letters are sent out in student's native languages and a copy is kept in our ELL/ Bilingual binder for the entire school year. Parents receive written notification, in their native language, when their child is identified to receive continued ESL services. Continuation in the ESL programs is determined by the results of the NYSESLAT given each spring. The programs servicing ELLs are aligned with the parental request as indicated on the Parental Choice documents.

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.

ELLs are appropriately placed for the entire academic year. Ell's are assessed at the end of the year using the NYSESLAT to determine the level of proficiency and placement for the following year.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The following are the steps taken to ensure that all ELLs receive NYSESLAT testing annually: The NYSESLAT eligibility roster (RLER) is cross-referenced with our school ESL roster, which contains all ELL admissions program data. The admit and discharge report is checked weekly, along with the RLBR to determine who is eligible for ESL services and NYSESLAT testing.

Testing rosters are created from ATS data and school ELL rosters to ensure that all ELLs receive the four components of the NYSESLAT. These rosters are updated daily during the testing period so that all ELLs, including absentees and new admits, are tested in all four components of the NYSESLAT: Listening, Speaking, Reading and Writing.

6. 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.) 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. [i](#)

The trend over the past three years for parental choice, as indicated on the Parental choice forms, has been the ESL Free Standing Program. The data for both the 2012-2013 and the 2011-2012 school years indicated that no parents chose a bilingual program across the grades K-6 with 100% choosing the ESL Free Standing Program. The data for the 2010-11 school year indicated that 2 out of 141 parents, or 1%, chose a bilingual program across the grades with 99% choosing the ESL FreeStanding Program. Currently, the 2013-2014 parental choice was also 100% for the ESL FreeStanding Program.

When a parent requests a bilingual or dual language program, they are given the option of going to another location that offers the program of choice. If fifteen parents request the same program in the same language, then a bilingual class is organized. As shown by the data listed above, at the present time, there are insufficient numbers to organize a bilingual class.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Public School 153Q is a school with a diverse, multicultural population housing grades Pre-Kindergarten-sixth grade. The school has organized ELLs into selected classes in third through sixth grade, in order to facilitate the servicing of ELLs by a licensed certified ESL teacher. This grouping allows the school to carry out a push in/pull out program in which Beginner, Intermediate and Advanced ELLs receive differentiated and small group instruction. There are presently 1454 students of whom 163, approximately 11%, receive ESL services. Of the 163 ELLs, 163 are serviced by an appropriately certified ESL teacher in a free standing English as a Second Language program. All ell students in the free standing ESL program in grades 3-6 are serviced by certified ESL teachers using a combination of the push-in model and pull out model of instruction. All ELL students in each program model are grouped heterogeneously, with mixed proficiency levels. Ell students in Kindergarten, first grade and second grade are serviced by a licenced certified ESL teacher and grouped heterogeneously, with mixed proficiency levels, in a self-contained grade level setting.

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)?

New Arrivals receive 360 minutes of ESL instruction. Beginner and Intermediates receive eight 45-minute units of ESL instruction per week. Advanced ELLs receive four 45-minute units of ESL instruction. Advanced ELLs receive, in addition to the four period of ESL instruction per week, four periods of ELA instruction per week. Long Term ELLs receive 180 minutes of ESL instruction plus 180 of ELA instruction. The ESL program has eight appropriately certified ESL teachers who service the ELL population according to the State and City mandates, following the instructional goals of the Common Core Learning Standards in Reading, Writing, Language, and Mathematics and the implementation of the New York City Instructional Expectations. ELLs in the ESL program for grades three through six are grouped into designated classes to allow for the push-in model of instruction in Literacy to be used effectively. Push-in ESL teachers adapt the curriculum by infusing ESL strategies for Beginner, Intermediate and Advanced ELLs. Ells in grades Kindergarten, one and two are grouped by grade in self-contained ESL classes and receive instruction with ELL strategies throughout the day with a licenced esl teacher.

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 foster language development and meet the demands of the Common Core Learning Standards.

The Ready Gen Literacy program, which is aligned to the rigor of the Common Core Learning Standards, uses whole group instruction, small group instruction, teacher conferences, independent reading and writing, and sharing for instruction. Literacy instruction is infused with ESL strategies of Scaffolding, Sheltered English, Verbal and Written Strategies, Visualization, vocabulary development, Graphic Organizers, Reading to Writing Connections, and development of Oral language. Differentiated instruction is used to meet the needs of individual students. We integrate the 4 modalities of listening, speaking, reading and writing. Additionally, the content areas are used as vehicles for ESL instruction to prepare the ELLs for state standardized exams in Science and Mathematics, as well as reading and writing in the content areas. The teaching of Content Area and Literacy has both language and content goals. Sheltered English is used in presenting densely worded concepts. The language and content points are explicitly taught and assessed through individual and group within the literacy instruction. All instruction is data driven. The School Leadership Team, classroom and ESL teachers use the results of baseline and benchmark asesments in Literacy and Mathematics, State ELA and Math data from the previous year, and the NYSESLAT to plan the instruction of the ELLs. We believe that instruction and planning must be data driven.

ELL students in Special Education self-contained classes receive reading instruction through the Houghton-Mifflin Soar To Success Intervention Program to help them learn to apply and use comprehension and decoding strategies and skills as they read across the content areas. Teachers implement scaffolded, small-group instruction in comprehension and use effective strategies including decoding, vocabulary development, reciprocal teaching, and graphic organizers to support English Language Learner.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB-R to determine language dominance. Title III funds provide beginner ELLs with the preparation they need to take the content area State exams in Science and Mathematics which will be administered with English and home language editions simultaneously or a translated version.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The language weaknesses in all of the four modalities of Listening, Speaking, Reading and Writing are addressed through joint planning of the ESL specialist and the classroom teacher.  
ESL and classroom teachers jointly plan and assess instructional and language goals to meet the needs of all ELLs. In grades 3, 4, 5 and 6, ell students are serviced through a a push in model of instruction by an ESL teacher. During this time the ESL teacher aligns the instruction to the classroom curriculum and the students receive scaffolded instruction based on their individual strengths and needs, including intensive vocabulary and language instruction which will enable them access to academic content and the ability to perform successfully and independently.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The SIFE are defined as ELL students who, upon enrollment, have had at least two years less schooling than their peers, function at least two years below expected grade level in reading and in mathematics. Title III extended day and Saturday programs are made available for these SIFE students to help them catch up with the basic skills they need in Mathematics and in decoding skills needed for Reading.

New Arrivals receive 360 minutes of ESL instruction. Additionally, Title III extended day and Saturday programs are made available for these children to help them further their Academic English as well as content area concepts.

Beginner and Intermediates receive eight 45-minute units of ESL instruction per week. Advanced ELLs receive four 45-minute units of ESL instruction. Advanced ELLs receive, in addition to the four period of ESL instruction per week, four periods of ELA instruction. There are 15 ELLs who have received 4 or more years of service and qualify for extension of services. Of these, 7 are in Special Education classes. Of the 15 ELLs who have received 4-6 years of ESL services in a free-standing ESL program, 8 ELLs are in regular education. All long-term ELLs receive services from Title III Afternoon and Saturday Programs, and academic intervention services in the extended day program. Long Term ELLs receive 180 minutes of ESL instruction plus 180 of ELA instruction. Long Term ELLs and former Ells have available to them all Title III extended day and Saturday Programs as well as small group instruction in literacy and math in the extended day program.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
Age appropriate and grade-level materials are used in classrooms of ELL-SWDs that are aligned with the Common Core Learning Standards so that ELL students maintain academic progress while developing English proficiency. In order for all ELLs to access the grade level content, academic language is explicitly taught using ESL strategies and differentiated instruction.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
The needs of ELL-SWDs are met by creating a flexible schedule that allows students with disabilities to participate in ELL classes with non-disabled peers, within the framework of the required ESL service hours in reading, writing, and the content areas of Math, Science and Social Studies, depending on their individual abilities.

### **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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

9. 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.

Currently, there are 4 ell students in the Reading Recovery intervention program and 4 students in the Foundations intervention program that was determined as a result of the screening process for these programs. Ell students who scored below standard on the State assessments receive intervention in either ELA and Math, depending on their needs, during the extended day program. Ell students in grades one, two and three participate in the extended day intervention program based on teacher recommendation. Intermediate and Advanced ELLs receive targeted, small group instruction based on academic need (reading, writing and/or mathematics), which was determined from student assessment data (ARIS) from the previous school year. In addition, intervention is provided through the differentiation of instruction by the classroom teacher and the ESL specialist, who use formal and informal testing data, as well as observations of performance, to develop targeted instructional strategies and determine methods for dealing with academic issues. Teachers monitor on an ongoing basis to determine if the students' learning and achievement increases. Transitional students need the continued support to maintain academic progress. All transitional students who pass the NYSESLAT are offered the same ELL modifications on standardized testing for a period of two years. They are placed in designated ELL classrooms where they benefit from the services of a certified ESL teacher who maintains the skills of English. Additionally, Title III programs are made available to transitional students to maintain the English proficiency skills.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

ESL and classroom teachers jointly plan and monitor instructional and language goals to meet the needs of all ELLs. ESL teachers align their instruction to the classroom curriculum and the students receive scaffolded instruction based on their individual strengths and needs, including intensive content area vocabulary and language instruction which will give them access to academic content and the ability to perform successfully and independently. Teachers also implement scaffolded, small group instruction in comprehension, close reading of texts, vocabulary development and the use of differentiated graphic organizers to support ELLs in all content areas. Technology is also used to meet the needs of ELLs, such as, iPad Apps to translate content. To meet the needs of our ELLs, home language literacy is supported in the classrooms with bilingual word walls, bilingual charts, bilingual libraries and translanguaging strategies that allow students to use their home language literacy to build English language acquisition.

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

Due to financial constraints, no new programs can be considered for this school year.

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

None

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

All ELLs are afforded equal access to all school programs which include: Title III Supplemental After School Program which prepares ELL students with test-taking strategies they will need to take the state assessments in ELA and Mathematics. Instruction is focused on reading and language acquisition in the content areas. The Saturday Intergenerational Academy is available to ELLs and their parents, providing intensive ESLA instruction, ELA and math instruction provided by Title III funds. The Greater Ridgewood Youth Council offers an after school program at PS 153 which focuses on homework help and extra-curricular activities. All students, including ELLs, are invited to attend through an application process and information is made available to parents in native languages. The parent coordinator is available for parents.

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

ELL teachers use the IPAD to support language and vocabulary with visuals for their students. SMARTBoard Notebook Software is used in the classrooms of ELLs to engage students of all proficiency levels, that utilizes tactile, kinesthetic and visual learning. All ELLs in grades 4 and 5 participate in a grant called, Developing English Language Literacy through the Arts, which works to help students increase English language acquisition and cultural understanding through a theater residency. Classroom and ESL Teachers will assess Student Work and the Evidence of Learning through the culmination of a Video Study: Making students learning visible and capturing the evidence of learning through technology. In order to support the learning of ELLs, grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English

and the Native Language where possible. Additionally reading libraries that are culturally diverse and bilingual have been purchased to help the ELLs practice the reading strategies of Balanced Literacy in their native language. The skills learned in the first language will be transferred to English, their new second language. Bilingual glossaries and dictionaries are provided in all ELL classrooms for students to use daily.

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

Native language support is delivered through classroom libraries in ESL classrooms that are culturally diverse and have been purchased to help the ELLs practice the reading strategies in their native language. The skills learned in the first language will be transferred to English, their new second language. In order to support the learning of ELLs, age and grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English and the Native Language (Polish, Spanish, Chinese, Arabic, Russian) in both the bilingual and ESL classrooms. Bilingual glossaries and dictionaries are provided in all ELL classrooms for students to use daily.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required ESL services correspond to students' age at the time of registration when they are placed in the appropriate grade according to their age. Resources available to ELLs correspond to age and grade levels. All classrooms, including those for ELLs, utilize age and grade appropriate resources that support and are aligned to the Common Core Learning Standards and NYC Core Curriculum so that ELLs maintain academic progress while developing English proficiency. In order for all ELLs to access the grade level content, academic language is explicitly taught using ESL strategies and differentiated instruction.

All newly enrolled ELLs are offered Title III summer programs that jump start student learning through intensive ESL and content area instruction as well as English language development.

They are offered Title III programs to jump start their English, support the content areas, as well as English language development.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ell students receive a welcome packet in their home language upon arrival. When possible, teachers create partnerships with students in the class who speak the same language.

18. What language electives are offered to ELLs?

Title III funds will offer ELL students a Spanish Literacy after-school program to support home language practices.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The classroom teachers in the all grades are provided Professional Development in teaching ELLs, including those who are Beginner, non-English speaking students. PD's include the techniques of differentiated learning, Sheltered English, Modified Guided Reading with ESL infused strategies, explicit teaching of Academic language used in problem solving, and an ESL-infused content area curriculum. ESL and classroom teachers jointly plan and assess instructional and language goals to meet the needs of the ELLs. In collaboration with CUNY NYSIEB (NY State Initiative for Emergent Bilinguals), teachers of ELLs receive professional development on the use of translanguaging as an instructional strategy to support bilingualism as a resource in the classroom.

Title III funds have been set aside for workshops and teacher resource guides that showcase the very best reading strategies for English Language Learners. These workshops are turn-keyed to the staff via Professional Development days and grade conferences. Six topics of Professional Development have been planned, devoted to instruction of ELLs by the classroom teacher. The Professional Development is done by the ESL teachers of the school, as well as by the Network Support Specialist for ESL. The following are some of the topics covered:

1. Understanding your ELL Students
2. Theories of Language Acquisition and Implications for Teaching ELLs
3. Using Various Modalities of Instruction to Reach English Language Learners
4. Guided Reading - ESL Strategies for Success in Reading.
5. Using Scaffolding in Teaching Writing Strategies for ELL Students
6. Differentiated Instructions for ELLs

Professional development sessions are scheduled as part of the school's Professional Development Plan. Agendas and attendance sheets for all professional development are maintained in a Professional Development binder and kept in the main office.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

The input of parents is vital for the success of any educational program. Parent Orientation meetings are held to inform parents of all the options and programs the city has to offer, including Bilingual Programs and are given the opportunity to choose. The information given to parents, pertaining to all outreach, notification letters, and information concerning the different options and programs is provided in the native language of the parents.

Our school recognizes that newly arrived immigrant children and their parents/guardians, bring with them a wealth of knowledge of language and culture. PS153's Title III program provides ELL parents/guardians with the opportunity to learn the English language through the Saturday Intergenerational Academy classes.

The Saturday Intergenerational Academy classes are held for the parents/guardians of ELL students. In this program, parents of ELLs have the opportunity to attend with their children and receive intensive ESL instruction that links their learning to their children's learning in reading, writing, listening and speaking. An appropriately certified ESL teacher provides parents with English instruction that addresses their language needs. Classes are held each Saturday, from 8:00 AM to 11:00 AM, from through May 2011.

P.S. 153Q uses the Home Language Survey to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. With this information, oral and written translation services are provided so that parents are involved with their child's educational growth. Translation services also allow parents to be actively involved in voicing their concerns at PTA functions, parent/teacher conferences, etc. A bilingual social worker is available to meet with ELL parents to provide them with assistance in any area of concern. The social worker also provides outside agency resources for parents in need of crisis intervention.

P.S. 153Q provides ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: parents will be coached in how to use math strategies in problem solving; parents will become familiar with the ESL learning standards and NYSESLAT assessment; and parents will become familiar with the Common Core Learning Standards in Literacy and Math. The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate parent workshops.

In collaboration with CUNY-NYSIEB, parents participate in workshops related to strengthening bilingualism in the classrooms.

## E. 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 response to question 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		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 24Q153 School Name: Maspeth Elementary

Cluster: 2 Network: 204

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

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

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

P.S. 153Q uses the Home Language Survey, given at the time of enrollment, to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. The school maintains an appropriate and current record of the primary language of each parent. Such information is maintained in the cumulative record cards, in ATS and on the student emergency card.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

PS 153Q is a mosaic of many diverse language groups; a total of 32 languages. The Home Language Survey identifies the primary language of our 1454 students. Some of these languages include Spanish, Polish, Arabic, Chinese, Mandarin, Korean, Romanian, Portuguese, Urdu, Vietnamese, Russian, Ukrainian, Serbo-Croatian, Slovak, Philipino, Czech, Indonesian, Cantonese, Bulgarian and Bengali. Polish and Spanish are the major languages spoken at home of students who attend our school. Of the 402 Spanish speaking parents 206 require translation services. The Home Language Report indicates that there are 271 students whose home language is Polish. Within this language group, 140 Polish speaking parents require oral and written translation services. The HLS has shown that the covered languages of parents that require language assistance services in the form of both written and oral translation services, in addition to Spanish and Polish, are Arabic and Chinese. Based on this data, school letters and notices are translated in home languages. Signs are visible throughout the school in their home language, if a parent wants to request translation services. The parent coordinator helps to provide necessary translations for parent workshops, PTA meetings as well as written communication. The DOE Translation services are offered to parents, as needed.

## Part B: Strategies and Activities

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

P.S. 153Q identifies documents which are distributed or electronically communicated to all or substantially all parents at our school containing critical information regarding their child's education, including, but not limited to:

- a. registration, application and selection;
- b. standards and performance (e.g. standard text on report cards);
- c. conduct, safety and discipline, consent forms
- d. special education and related services; and
- e. transfers and discharges.

The staff at our school translates such critical communication in a timely manner, in each of the covered languages and works with the office responsible for the critical communication to make such translations available to parents.

Our school provides parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, legal or disciplinary matters; and entitlement to public education or placement in any special education, English language learner or non-standard academic program.

When our school unable to provide required translation into one or more covered languages, we provide in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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

P.S. 153Q provides interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with our school regarding critical information about their child's education.

Depending upon availability, such interpretation services may be provided either at our school or by telephone. Our school provides interpretation services at the following school-wide meetings:

1. Educational Policy Meetings;

2. School ELL parent meetings
3. Parent-Teacher Conferences
4. PTA meetings

Interpretation services are provided in whichever of the covered languages the school expects will be spoken as the primary language(s) of the persons attending such meeting or event.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

As per the Chancellor's Regulations A-663, P.S. 153Q provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation, and interpretation services.

For all meetings involving our parents, our school posts in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are downloaded from the central translation unit. The school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barrier.

## 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: PS 153Q	DBN: 24Q153
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 165	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 6	
# of certified ESL/Bilingual teachers: 5	
# 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: PS153's Title III program provides English Language Learners with supplemental instruction in a Saturday Intergenerational Academy program and an After-school ESL Program that will target the content areas. The instructional programs will service 40 ELLs in Grades K-6 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT.

Saturday Intergenerational Academy classes will meet a total of 15 sessions beginning January 5, 2013 through May 18, 2013, from 8:00 a.m. to 11:00 AM. The Saturday Intergenerational Academy will service the Parents/Guardians by giving them ESL instruction and Parent Workshops.

Group class size will be maintained at 20 students per teacher. There will be three classes for the Saturday Intergenerational Academy, servicing approximately 40 English Language Learners (K-2 and 3-6) and one class for parents. One supervisor, and three, licensed, certified ESL teachers will provide supplemental instructional support in alignment with the Common Core Learning Standards. Instruction will focus on Literacy through the Science and Social Studies content areas, using ESL strategies in all modalities to help students attain proficiency in the English Language. Interdisciplinary studies are used in order to build on students' prior knowledge and to facilitate English language learning. Supplementary materials will be provided to augment English and Content area instruction. The Rosen Classroom Journeys program, based on scientifically based research, will be used for instruction. These programs are designed to meet the priority needs identified during the evaluation and assessment process of the ELL students.

The After School Programs for ELLs will target grades 3, 4, 5 and 6 in the content areas of Literacy and the Visual Arts. Instruction will encompass reading, writing, listening, and speaking as students use the arts to facilitate learning. Instruction will include the implementation of ESL strategies to facilitate language acquisition and vocabulary development in non-fiction reading. In addition, up to 25 native Spanish speaking ELLs (including newly arrived) and former ELLs will be invited to attend a Spanish Literacy after school program to support home language literacy which will, in turn, promote higher levels of reading achievement in English. An informal running reading check will be implemented to assess Spanish fluency in order to identify students for the program. A Spanish Language Arts Workshop program has been purchased from Benchmark Education to be used for guided reading instruction. A licensed Spanish teacher will provide instruction that will focus on analyzing informational texts and responding to literature in the students' native language. Parents will receive an invitation letter, in English and Spanish, describing the program.

General instructional supplies such as chart paper, markers, art supplies, and native language materials will be purchased with Title III monies to support the after-school and Saturday programs.

### 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: PS 153's Title III Professional Development program will focus on providing classroom teachers of ELLs with instructional strategies that focus on the essential components of reading instruction, including phonemic awareness, vocabulary development, reading fluency, and reading comprehension for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the Common Core Learning Standards in Literacy and Math. In partnership with CUNY and the New York State Initiative for Emergent Bilinguals (NYSIEB), professional development will be provided with a focus on developing appropriate pedagogical strategies to support bilingual development (translanguaging). Teachers participating in the professional development workshops will be paid at the per session rate. Susan Voogt, Assistant Principal, the network ESL Specialist, CUNY/NYSIEB, and ESL teachers, Susan Mohan, Christine O'Reilly, Connie Kelly, and Taiba Ahmad will facilitate these professional development sessions. Sessions are scheduled once a month beginning in October 2012. Teachers working in the supplementary instructional program and up to (10 teachers of ELLs will receive six, one hour sessions) of professional development. Topics that will be addressed during these professional development sessions are as follows:

Two, 60-minute professional development sessions will be devoted to six strategies to improve comprehension: self-monitoring, using graphic organizers, semantic organizers, text structure, effective questioning and summarizing.

Two, 60 minute professional development sessions will be devoted to academic language development, along with instructional strategies that develop and enhance ELL students' vocabulary. Teachers will understand the three tier categories of vocabulary development and how they connect to academic language.

Two, 60 minute professional development sessions will be devoted to scaffolding strategies across the disciplines and using translanguaging as a resource in the classroom.

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

Begin description here: PS 153's Title III program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. In addition, the Saturday Intergenerational Academy classes will be held for parents/guardians (approximately 30). Parents are given intensive English instruction where their language needs are addressed. They will be given the opportunity to attend 15 sessions of ESL taught by one fully certified ESL teacher. Classes will be held from 8:00 AM to 11:00 AM, from January 5, 2013 through May 18 2013.

\*\*\* A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: Parents will be coached in how to understand the Common Core Learning Standards in Math. Parents will become familiar with the ESL learning standards and NYSESLAT assessment. Parents will become familiar with the Common Core Learning Standards for Literacy (Reading, Writing, Language). The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate parent workshops. Ten percent of the total allocation of Title Three funds has been set aside for parental involvement.

**Part E: Budget**

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

Allocation Amount: \$17232

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	16837.83	<p>2 Licensed, certified ESL teachers will provide instruction to children in the Saturday Intergenerational Academy for 3 hour sessions, a total of 15 sessions at the contractual per-session rate of \$50.19.</p> <p>2 licensed, certified ESL teachers and one licensed Spanish teacher will provide ESL instruction for the children in the After-school Programs for 1 and 1/2 hour sessions, a total of 60 sessions, at the contractual per-session rate of \$50.19 plus benefits.</p> <p>Funding for the Saturday Intergenerational Academy includes one supervisor (at the \$52.52 per session rate).</p> <p>Funding for the After-School</p>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$17232

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Programs include one supervisor (at the rate of \$52.52 per session rate).</p> <p>1 Licensed, certified teacher will provide ESL instruction to Parents on Saturdays for 3 hour sessions, a total of 15 sessions at the contractual rate of \$50.19.</p> <p>2 sessions of Professional Development will provide training to 10 classroom teachers in ESL strategies at per session rate of \$50.19.</p>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	0	
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	394.17	
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
<b>TOTAL</b>	<b>17232</b>	<b>17232</b>