

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P.S 153
DBN (i.e. 01M001): 21K153
Principal: CARL SANTA MARIA
Principal Email: CSANTA@SCHOOLS.NYC.GOV
Superintendent: ISABEL DIMOLA
Network Leader: NEAL OPROMALLA

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
Carl Santa Maria	*Principal or Designee	
Joann Savage	*UFT Chapter Leader or Designee	
Nicole Correa	*PA/PTA President or Designated Co-President	
Michelle Mercurio	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	
Jill Cuthill	Member/ Paraprofessional	
Lorena Ramirez	Member/ Parent	
Misbah Anwar	Member/ Parent	
Briselda Lopez	Member/ Parent	
Mayra Chu	Member/ Parent	
Andrea Nagi	Member/ Teacher	
	Member/	
	Member/	
	Member/	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

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 2015 the percentage of all tested students (excluding SWD'S and ELL's) will demonstrate a 7-10% increase in meeting and/or exceeding grade level standards in ELA as measured by the 2015 NYS ELA 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.

As reflected in the 2013-2014 New York City Progress Report for this school's performance: 38.9% were proficient (level 3 and 4) or 91 students while 137 students or 61.1% did not meet proficiency.

As reflected in the 2013-2014 New York City Progress Report for this school's performance: 34% of boys met proficiency as compared to 45% of the girls.

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. **Professional Development Extended Day Mondays:** All classroom teachers in each grade and clusters and funded will receive weekly PD for up to 80 minutes. The themes of this PD are UDL, and Formative Assessments which are an 8 week series each. A PD Planning Committee was formed to regulate the topics necessary for the sessions and targeted staff. They will also collaborate for curriculum mapping if any PD session time ends early.
2. **Collaborative Inquiry Teams:** Inquiry Teams meet every Tuesdays to create and plan for the implementation of strategies for the sub group of boys. There are a higher number of boys (60%: 15 out of 25) in our school with disabilities and are ELL's than girls (40%: 10 out of 25). During team meetings teachers are required to create a SMART Goal and use protocols to look at student work and/or data and make modifications to the curriculum based on the student work samples and/or data. Each team contains an inquiry liaison/grade leader that meets vertical and then turn-keys to the horizontal team or grade. An inquiry space in ARIS is required for each team.
3. **Continuation of Teacher's College Reading and Writing Project:** TC Reading and Writing Project was purchased for all classrooms from K-5 in order to align our curriculum to CCSS. P.D is provided through grade specific calendar-day topics at Teacher's College, and staff developers modeling lessons and articulating with grades 10 times a year.

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

1. Classroom teachers, clusters, funded, administration, and network specialist
2. All classroom teachers, clusters, funded
3. All classroom teachers, administration, T.C. Staff Developers, Network Staff

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

1. On a daily basis teachers are assessing students' proficiency in the lesson that was just taught. Students who struggle with the teaching point are given tiered instruction. Students who are proficient are engaged in higher order thinking tasks. Students are also given unit assessments. The data is analyzed and modifications to instruction and grouping occur.
2. Our target is the sub group of boys. Research-based strategies on higher achievement for boys will be selected by the teams and will be implemented daily and reviewed by Horizontal Teams on Tuesdays by looking at student work and/or data.
3. All classroom teachers will implement the framework to ensure that all students have access to lessons that consistently engage all learners at a highly rigorous level that promotes cognitive challenge and higher order thinking.

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

1. PD Mondays: weekly P.D starting October to June 2015.
2. Extended Day Tuesdays for 35 minutes, Inquiry Teams: Ongoing November-June 2015
3. 2014-2015 school year.

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

1. Continuation of Curriculum: Teacher's College, Mentor Text: UDL Now, Common Prep Time, Circular 6 Common Planning Time, Inter-visitation to other TC Schools,
2. Materials on Research-based strategies on boys, UDL, Mentor Text: UDL Now, Promethean Boards.
3. Reading and writing blocks: 2 periods a day Monday to Friday.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school will designate an 40 minute block of time every Tuesday for Parent Engagement:
 This time will be used for planning, articulation, newsletters, emails, and celebrations with parents, as well as parent appointments with teachers.
 The school will host workshops addressing the use of Common Core Curriculum, Teacher's College Reading and Writing Project, and Technology.
 The school will have Common Core Performances by grade throughout the year based on curriculum.
 Additional Parent Evening Conferences have been added in September and May for 3 hours each.
 The school has a Parent Lending Library which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.
 Parents will be trained on how to use ARIS Parent Link which will lend itself to the curriculum mapping for student assessments.
 Parents will understand school-wide grading systems for their students and receive assessments from Teacher's College Assessments.
 Bi-weekly School Leadership meetings address concerns that parents, teachers, and administration have regarding curriculum and how it applies to student achievement.

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	X	Title IA	X	Title IIA		Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	----------	------------------	--	------------------	--	------------------	--	---------------

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 2015, the percentage of all tested students who have been identified as students with disabilities and/or English Language Learners (inclusive of the lowest performing third) will demonstrate a 10% increase in proficiency in ELA as measured by 2015 NYS ELA 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.

As reflected in the 2013-2014 NYC Progress Report proficiency for students with disabilities was 6% or 3 out of 47 students, whereas for ELL's: 2% or 8 out of 39 students were at the 75th Growth Percentile or higher resulting in 31 ELL's not reaching proficiency on the NYS ELA assessment.

As reflected in the 2013 Quality Review where this school needs to improve it states that the curricula used by the school does not consistently articulate curriculum accessibility and scaffolds for all students including English Language Learners and students with special needs.

As reflected in the 2013-2014 New York City Progress Report for this school's performance: 34% of boys met proficiency as compared to 45% of the girls.

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. **Title 3 Afterschool Program:** ESL Students in grades 1-5 will receive AIS afterschool once a week for an hour and 45 minutes in an ICT model with Non-ESL Teachers.
2. **Collaborative Inquiry Teams:** Inquiry Teams meet every Tuesday to create and plan for the implementation of strategies for the sub group of boys (inclusive of SWD's and ELL's). There are a higher number of boys (60%: 15 out of 25) in our school with disabilities and are ELL's than girls (40%: 10 out of 25). During team meetings teachers are required to create a SMART Goal and use protocols to look at student work and/or data and make modifications to the curriculum based on the student work samples and/or data. Each team contains an inquiry liaison/grade leader that meets vertical and then turn-keys to the horizontal team or grade. An inquiry space in ARIS is required for each team.
3. **Implementation of the Foundations Intervention program for grades K-2/Wilson Intervention Program for Grades 5 students with disabilities:** In order to improve phonetic achievement, higher levels of reading fluency and comprehension, 1 period a day will focus on Foundations/Wilson Intervention program. All classes in grades K-2 will conduct this intervention. The 12:1:1 class in grade 5 will conduct Wilson instruction 3 times week.
4. **Saturday Academy:** AIS program which will be offered to students in the bottom third in ELA (inclusive of ELL's and SWD)

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

1. Licensed ESL teachers, Classroom, Clusters, Funded, Principal
2. Licensed ESL teachers, Classroom teachers, Clusters, Funded, Administration, Network Specialist
3. Classroom teachers, Licensed ESL classroom teachers, Licensed SWD Classroom teachers, Network Specialists
4. Classroom teachers, Funded, Clusters, Principal

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

1. ESL students will be given a pre, mid-year and post-test to evaluate English proficiency to prepare for the NYS ELA assessment.
2. Our target is the sub group of boys. Research-based strategies on higher achievement for boys will be selected by the teams and will be implemented daily and reviewed by Horizontal Teams on Tuesdays by looking at student work and/or data.
3. Both Intervention programs have an assessment component for teachers including ESL/Special Ed to differentiate student's needs for learning.
4. Teachers will analyze data to look at areas of need and develop instructional plan including conducting a pre and post- test.

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

1. Thursdays for one hour and 45 minutes: December 2014 through April 2015
2. Extended Day Tuesdays for 35 minutes, Inquiry Teams: November-June 2015

3. Once a day September to June.
4. All Saturdays in February and March for 4 hours.

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

1. ESL Teachers incorporate ESL strategies to incorporate in the program, Non-ESL teachers will integrate Scholastic Intervention materials into an ICT program with ESL teachers, Mini-IPADS, Promethean Boards, ESL Ongoing P.D from various sources such as OELL, Teacher’s College, and network specialist December to April.
2. Materials on Research-based strategies on boys, UDL, Mentor Text: UDL Now, Promethean Boards.
3. Foundations and Wilson materials, Training from Network Specialists,
4. Test Preparation Materials, Close Reading Strategies.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

The school will designate a 40 minute block of time every Tuesday for Parent Engagement:
 This time will be used for planning, articulation, newsletters, emails, and celebrations with parents, as well as parent appointments with teachers.
 The school will host curriculum workshops detailing the programs and strategies used in the classroom.
 The school will have Common Core Performances by grade throughout the year based on curriculum.
 Additional Parent Evening Conferences have been added in September and May for 3 hours each.
 The school has a Parent Lending Library which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.
 Parents will be trained on how to use ARIS Parent Link which will lend itself to the curriculum mapping for student assessments.
 Parents will understand school-wide grading systems for their students and receive assessments from Teacher’s College Assessments.
 Bi-weekly School Leadership meetings address concerns that parents, teachers, and administration have regarding curriculum and how it applies to student achievement.
 The school will create and distribute a parent handbook in all dominant languages at Meet the Teacher Orientation.
 The Parent Coordinator will host parent workshops on how to help their children to be better students.
 Parents are welcome to come to ongoing food festivals in all classes enriching multiculturalism and reinforcing curriculum.
 IEP meetings are scheduled throughout the year for parents of students with disabilities to articulate goals and progress with teachers

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	X	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.

n/a

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 2015, the percentage of all tested students who have been identified as students with disabilities and/or English Language Learners (inclusive of the lowest performing third) will demonstrate a 10% increase in proficiency in Math as measured by the 2015 NYS Math 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.

As reflected in the 2013-2014 NYC Progress Report math proficiency for students with disabilities was 6% or 3 out of 47 students whereas for ELL's : 2% or 10 out of 49 students met proficiency but 39 students did not on the NYS Math assessment.

As reflected in the 2013 Quality Review where this school needs to improve it states that the curricula used by the school does not consistently articulate curriculum accessibility and scaffolds for all students including English Language Learners and students with special needs.

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. **Continuation of Go Math Curriculum:** The program is aligned to CCLS, and includes tiered support ensuring that students are exposed to the content in multiple ways, if needed.
2. **Academic Intervention Services:** Targeted ELL and/or SWD Students in small groups in grades 4-5 will be offered 1 period/45 minutes of AIS Math once a week through teacher assessment and lower level materials being scaffolded to build to the present grade level curriculum.
3. **Saturday Academy:** AIS program which will be offered to students in the bottom third in Math (inclusive of ELL's and SWD)

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

1. All classroom teachers, administration, network math specialist
2. Teachers, Math Network Specialist.
3. Classroom teachers, Funded, Clusters, Principal

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

1. The program is very assessment heavy with a show what you know, pre and post-test, mid-chapter assessment, constructive responses and a performance task. The data is then compiled to inform small groups.
2. Data from Go Math and Measuring Up test prep books indicate progress for students, close reading of word problems on Promethean Boards prepare for upcoming NYS Math assessment.
3. Teachers will analyze data (Math Item Skills Analysis) to look at areas of need and develop instructional plan including conducting a pre and post- test.

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

1. 2014-2015 school year
2. 2014-2015 school year
3. All Saturdays in February and March for 4 hours.

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

1. New Curriculum K-5 materials, curriculum manipulatives, technology component, Math blocks 2 periods a day Monday to Friday, Common Planning Time, Circular 6 Common Planning Time, Promethean Boards, Ongoing PD form Math Network Specialist
2. Measuring Up test books for grades 4-5, Study Island Website. Less than 10 students per teacher for AIS.
3. Test Preparation Materials, Close Reading Strategies for math word problems.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The school will designate a 40 minute block of time every Tuesday for Parent Engagement:

This time will be used for planning, articulation, newsletters, emails, and celebrations with parents, as well as parent appointments with teachers.

The school will host workshops addressing the use of Common Core Curriculum, Go Math, and Technology.
 The school has a Parent Lending Library which includes a variety of books on various genres in order to support student reading at home. Books in native languages are also available.
 Parents will be trained on how to use ARIS Parent Link which will lend itself to the curriculum mapping for student assessments.
 Parents will understand school-wide grading systems for their students and receive assessments from Go Math.
 The school will host ESL curriculum workshops detailing the programs and strategies used in the classroom.
 Additional Parent Evening Conferences have been added in September and May for 3 hours each.
 Bi-weekly School Leadership meetings address concerns that parents, teachers, and administration have regarding curriculum and how it applies to student achievement.
 The school will create and distribute a parent handbook in all dominant languages at Meet the Teacher Orientation.
 The Parent Coordinator will host parent workshops on how to help their children to be better students.
 IEP meetings are scheduled throughout the year for parents of students with disabilities to articulate goals and progress with teachers

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

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.
n/a

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.
n/a

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. n/a
B. Key personnel and other resources used to implement each strategy/activity
1. n/a
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. n/a
D. Timeline for implementation and completion including start and end dates
1. n/a
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. n/a

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).
n/a

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
List any additional fund sources your school is using to support the instructional goal below.											
n/a											

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.
n/a

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.
n/a

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. n/a
B. Key personnel and other resources used to implement each strategy/activity
1. n/a
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. n/a
D. Timeline for implementation and completion including start and end dates
1. n/a
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. n/a

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).
n/a

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
n/a	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
List any additional fund sources your school is using to support the instructional goal below.											
n/a											

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Fundations: Phonics and phonemic awareness support for early childhood students K-2</p> <p>Wilson: Phonics and phonemic awareness support for grades 4-5 12:1:1 and ICT</p> <p>AIS: for Grades 4-5, data driven and targeted strategy instruction for struggling students</p> <p>Reading recovery: Reading intervention for first grade students identified by reading level and other data sources</p>	<p>Whole class</p> <p>Small group</p> <p>Small group</p> <p>One-to-one</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During the school day</p>
Mathematics	<p>AIS: Grades 4-5. Data driven and targeted strategy instruction for struggling students</p> <p>In class small group strategy instruction and Guided Math groups: classroom teachers using Mathematics data to support both struggling and high attaining students.</p>	<p>Small group</p> <p>Small group</p>	<p>During the school day</p> <p>During the school day</p>
Science	<p>Upper Grade AIS: data driven and targeted strategy instruction for struggling students</p>	<p>Small group</p>	<p>During the school day</p>
Social Studies	<p>In class small group strategy instruction: Social Studies content incorporated into the ELA curriculum to support students within this content area</p>	<p>Small group</p>	<p>During the school day</p>
At-risk services (e.g. provided by the	<p>At risk Guidance: social/emotional</p>	<p>Small group</p>	<p>During the school day</p>

Guidance Counselor, School Psychologist, Social Worker, etc.)	support for students recommend through PPT At risk SETTS: academic support for students recommended through PPT	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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
<ul style="list-style-type: none"> • The current HQ rate for the teachers (based on 2013-2014 data) is 100% • Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA, ESL and SWD teachers. • The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines. • Mentors are assigned to support un-tenured teachers, and through the Mentor Tracking System Mentors log weekly hours. • Teachers College staff developers are assigned to the school to support.

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).
<ul style="list-style-type: none"> • Administrative staff regularly attends network workshops on implementing the CCSS and turn-keys to the staff. • Administrative staff regularly attends Teachers College workshops on the CCSS and turn-keys to the staff. • Staff regularly attends workshops on CCSS given by administration, network, and Teachers College staff developers

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Students in Temporary Housing Funds: Purchases made to assist families with school supplies, food and clothing coordinated through the Family Coordinator

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.).
<p>The transition plan implemented includes:</p> <ul style="list-style-type: none"> • Curriculum aligned with Elementary Standards for a smooth transition into Kindergarten • Professional Development given school wide for all teachers including Pre-K • Parent Involvement including but not limited to classroom visits, participation in special activities and events, and performances. • Social worker assigned to assist in parent involvement, transition into the elementary school program and early intervention referrals <p>Early Intervention Services include:</p>

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.
<p>MOSL Team: decides on which local measures teachers will be evaluated on for the school year.</p> <p>P.D. Planning Committee: decides on which topics for teachers to be trained in during Monday P.D.</p>

School Instructional Team/Grade Leaders: discuss strategies, assessments and materials for the particular grade. They also discuss instructional strategies, assessments and materials that are being considered for use school wide.
Inquiry Teams: Utilize and assess various strategies and assessments used to determine their effectiveness.

TA Schools Only

Use of Program Resources

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

n/a

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).

n/a

P.S. 153
The Homecrest School of Music
1970 Homecrest Avenue
Brooklyn, New York 11229
(718)375-4484 Fax (718)375-4439
Mr. Carl Santa Maria, Principal
Mrs. Steffani Fanizzi, Assistant Principal

Parent Involvement Policy
P.S. 153
The Homecrest School of Music
1970 Homecrest Avenue
Brooklyn, New York 11229
718-375-4484/Fax: 718-375-4439

Mr. Carl Santa Maria, Principal
Mrs. Steffani Fanizzi, Assistant Principal

P.S. 153
The Homecrest School of Music
1970 Homecrest Avenue
Brooklyn, New York 11229
718-375-4484/Fax: 718-375-4439

Mr. Carl Santa Maria, Principal
Mrs. Steffani Fanizzi, Assistant Principal

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the

parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

P.S. 153
THE HOMECREST SCHOOL OF MUSIC
1970 HOMECREST AVENUE
BROOKLYN, NEW YORK 11229
(718)375-4484 FAX (718)375-4439
MR. CARL SANTA MARIA, PRINCIPAL
MRS. STEFFANI FANIZZI, ASSISTANT PRINCIPAL

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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; Meet the Teacher Orientation, Extended Parent Teacher Conferences, Multicultural Feasts;
- sending out staff email list for reinforcing communication

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;
- sign school disciplinary contract for student behavior in accordance with Chancellor's Disciplinary Code;

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.

DBN: 21K153

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$377,156.34	X	See action plan
Title I School Improvement	Federal	\$16,961	X	See action plan

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$42,895.00	X	See action plan
Title III, Part A	Federal	\$15,260.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,580,106.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information

Name of School: PS 153 Homecrest

DBN: 21K153

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

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

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

Before school After school Saturday academy

Total # of ELLs to be served: _____

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

K 1 2 3 4 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: _____

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:

Rationale:

Research has shown that the average talk time among English language learners (ELL) is 1.6 minutes. Our program is meant to help support their language acquisition by providing purposeful and meaningful interactions among each other as well as with instructor to increase the statistic above and foster their new language. The main focus of our program will enforce the “Think-Pair-Share” or “Circle Chat” model, which was suggested in a 2006 Colorin Colorado online article. (<http://www.colorincolorado.org/article/13346/>) Teachers often only give students, on average, a response time of only one second so this program will immediately increase this response period to help ELLs activate schema and organize their thoughts. The deeper in the program, the less the response period will be, thus speeding up the process as they become more comfortable in their new language. This strategy and activity could also be observed in the students’ classroom during the school day so they will become more expose to the process when they attend class.

Within these groups, the ELL students will also share their culture and backgrounds and share their experiences in a presentation during the program. This “Culture Day” will take place at the end of the program and the parents are welcome to come and celebrate with the students. It is important to respect every students culture, and “seek ways to value cultural and linguistic differences and fully integrate them into the curriculum (Montecel and Cortez 2002, 15)”.

These groups will be organized homogenously and heterogeneously and could change throughout the length of the program. The program will include an intensive concentration of the four necessities of any language: listening, speaking, reading and writing. The program will focus on these necessities and teach them in this sequence order, being that a child typically learns to listen first in a language, follow by speak, read and eventually write. Writing will be the longest component (approximately lasting 4 weeks) since this is often the most difficult part of a language acquisition.

Subgroups:

This year we have a large number of advance proficiency speakers and this subgroup is

Part B: Direct Instruction Supplemental Program Information

important because we hope by the end of this school year, they will be testing on a proficient level on their NYSESLAT exam. We also have a number of newcomers, many in which share in the experience that our school is their first school in America. These subgroups will be important in data collection as well as differentiating every lesson. Subgroups can also include native Russian speakers (our largest language population) as well as a Spanish speaking subgroup (second largest language group). We have not received a list of the students who will attend at this moment, but typically there are 20 students per grade. The total approximate number will be 80 2nd, 3rd, 4th and 5th grade ELL students.

Schedule & Duration:

The program will be taking place every Thursday, after-school in the classrooms of the participating teachers. There will be three classes (one bridge class) and there will be three instructors, whom all have and are working under their degree in ESL. The class include: (1) second grade class, (1) third/fourth grade class and (1) fifth grade class. The program will run from December 14 2014 to April 10 2015. The program will be repeated the following school year also.

Language of Instruction:

All instruction will be taught in English but every students' Native Language will be presented at some point, and supported in differing facets. Students could help Newcomer students are translators and help assess their peers in the Native Language. End of the program presentations will also include a component in which they teach the entire class how to say something in their Native Language.

Number and Types of Certified Teachers:

There will be three classes (one bridge class) and there will be three instructors, whom all have and are working under their ESL license.

Types of Materials:

All three of the classes will use a new supplemental book to help maintain and monitor their language acquisition. These student books will be purchased from Attanasio & Associates. They are the 2014 "Getting Ready for the NYSESLAT" Grade 2-5 student packs. Every participating teacher will also have a grade specific Teacher Manual. Two iPads will also be purchased for the ESL office for the three teachers to share during these classes. These iPads will help differentiate the lesson and provide a variety of outlets for the students to engage in the activity. During a reading lesson for example, instead of having every student reread a text, the beginner proficiency students can listen to the story which was prerecorded by the instructor and read along in the listening center.

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

Part C: Professional Development

- name of provider

Begin description here:

Rationale:

It is important for every Title III instructor to receive appropriate and useful professional development throughout the school year, and the instructors of our ELL population are no different.

Teachers to Receive Training:

The teachers working within the Title III program will be receiving specialized PDs, targeting their ELL population. PDs are also offered throughout the year from the DELLSS office as well as UFT and other platforms for many teachers to learn tactics to help students' SLA.

Schedule and Duration:

Professional development days are scheduled into our weekly Monday PD day. These PDs will focus on ELL specific instruction and will be offered once a month to any instructor working with the ELL population. There will also be PDs that the teachers are sent to outside of school for ESL specific schemes.

Topics to be covered:

Topics include cultural competence and explaining the explicit differences and the behaviors specific to differing cultures (Example: Asian culture vs Spanish culture). Two professional developments will include how the brain of an ELL student works differently than their monolingual peer and teachers will take home strategies that can be immediately implemented in their classrooms for their ELL students. Topics include strategies to help reach every type of ELL (beginner, intermediate and advance proficiency level).

Name of Provider:

PDs during our Monday extended day program alternate. Ms. Niesi has turn-keyed ESL specific PDs in the past and other presenters from our network will be brought in to assist in training our entire staff for working with the ELL population.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale:

Parent engagement is an important part of any highly effective school program and we plan to incorporate the parents and guardians in varying ways. School issued Title III Newsletters will be sent home weekly which would be done at no cost to the Title III funds. These newsletters will include how the class has been doing in their current language component unit of study and will include graphic organizers the students are using in the class. These graphic organizers can be used as templates for doing homework and other work at home. They could also serve as a language acquisition tool for other members of a household learning to speak English.

Schedule and Duration:

The last fifteen minutes of every class is dedicated for “Share Out” and any visitor is welcome into the class to observe the students. These visitors must be related or be guardians of one student in the class. This will help supply the parents and guardians with data of how their child performs in class as well as with their peers. During these “Share Outs”, parents are encouraged to sit with their child and listen to the review of that day’s lesson. This could help the adults with their understanding of academic English and possibly help support their own language acquisition.

Topics to be covered:

We plan to include topics such as: My Favorite Thing, My Family, and My Culture. Students will share in class and the guardians are welcome to help and attend their in-class presentations.

Name of Provider:

Mrs. Suarez, our Parent Coordinator is extremely helpful in encouraging parents to attend any school related activities and she will be an interval part of this program. Ms. Niesi and Ms. Franchi also do a wonderful job in asking guardians to help in their student’s language acquisition process.

How Parents will be notified of these activities:

Letters generated with the school heading will be submitted alerting parents of upcoming activities. Students will also be encouraged to ask family members to attend and rewards (“Bee-Bucks, or school positive reinforcement slips) will be given to students if parents or guardians attend. School issued newsletters will also include upcoming events in the Title III program. Translators will be made

Part D: Parental Engagement Activities

available as requested by parents.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 21	Borough Brooklyn	School Number 153
School Name PS 153 Homecrest		

B. Language Allocation Policy Team Composition [i](#) 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 Carl Santa Maria	Assistant Principal Steffani Fanizzi
Coach	Coach
ESL Teacher Julia Lemberg, Kristina Niesi	Guidance Counselor Jessica Nunno
Teacher/Subject Area Leah Gordon	Parent
Teacher/Subject Area Laura El Chami	Parent Coordinator Yolanda Suarez
Related Service Provider Rina Lazerowitz	Other Cluster Leader: Christop Groll
Network Leader(Only if working with the LAP team) Neal Opromalla	Other

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.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	545	Total number of ELLs	122	ELLs as share of total student population (%)	22.39%
--	------------	----------------------	------------	---	---------------

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained	24	21	21	9	16	11								91
Pull-out		2	4		8	8								22
Total	24	23	25	9	24	8	0	113						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	122	Newcomers (ELLs receiving service 0-3 years)	98	ELL Students with Disabilities	13
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	6

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	98	2	9	18		10				116

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	98	0	9	18	0	10	0	0	0	116
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
TOTAL	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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	13	11	4	2	6								44
Chinese	2	1	2	1	4	2								12
Russian	10	4	7	2	9	1								33
Bengali	3													3
Urdu		1	3	1	3	2								10
Arabic					1	3								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1	4	4								10
TOTAL	23	20	23	9	23	18	0	116						

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)		1	2	3	4									10
Intermediate(I)	4	4	3	5	3	2								21
Advanced (A)	16	13	5	8	12	8								62
Total	20	18	10	16	19	10	0	93						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	4	1		16
4	13	2	0	0	15
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)	3				3

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	3	5	0	1	0	1	0	19
4	8	0	5	0	2	1			16
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)	3								3

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	0	2	0	9	0	4	0	17
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)	3								3

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

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - Once the ESL teachers determine that the student is eligible for testing, the LAB-R is given to this student and from the score that he or she receives we determine how much support the student needs to receive. Also a Teacher's College (TC) Reading Assessment is given to all students to determine what literacy skills they currently possess by using Fountas and Pinnell. TC Running Records are

performed to assess their reading and comprehension skills. Teachers are constantly assessing their students, formally and informally. Informal assessments are done during conferencing within the class and scores help determine further instruction. ESL teachers have end of units tests that they take from Rigby "On Our Way to English". Every one of these assessments allows the teachers to see how much progress the students have made and what areas they might still need more help with.

After assessing students with their first TC reading level assessment this year data indicated we needed more emergent and Levels A-D for our Newcomer and Beginner speakers. Lower grade pedagogues helped supply upper grade staff with low level books and administration supplied a number of new texts specifically geared to help promote reading with the student population.

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

2. The NYSESLAT reflects that more support in reading and writing skills is needed. However, it also reflects positive growth as they grow from grade to grade. In our school students become more proficient faster in listening and speaking than in reading and writing. LAB-R is a great tool to see how much the students learn in the course of one year. By the end of the first year the students are able to have a conversation with their peers (BICS), but it is still difficult to express themselves academically. This goes across all grade levels. It is especially evident with kindergarteners. At the time of the LAB-R they do not know the letters or sounds of the letters, but in three months, these ELLs are speaking. They know all the letters of the alphabet. It is evident with many beginners who at the time of the assessment didn't utter a word, but by Spring time are raising their hand and are the top students in the class. As they get older the outcome is similar. However, it takes a third grader much longer to start speaking than a kindergartner. As the students get older their math skills could be much more advanced than their literacy skills. It also depends how much formal education they received in their native country. If the student didn't receive any formal education that means he or she is start from nothing and will need to learn everything in this school. All of the assessments that our school performs demonstrate that ELLs grasp social skills much faster than academic language. Through assessment it is evident that writing is where ELLs fall short.

Although our students lack in Reading and Writing skills 90% show growth in NYSESLAT scores and move from one or more levels higher than the previous years. 100% of our students show growth, either in current proficiency level (if no movement was seen) or move to the next level up. Conferencing one on one greatly helps determine their future score on the NYSESLAT.

For the year 2012-2013 the 2nd grade students did phenomenally well on the NYSESLAT with over 40% testing on a proficient level. Although upper grades did perform well, we did not see the same growth of proficient speakers as we did in the 2nd and 3rd grade.

We are using this data to drive instruction and help supply our students with the tools and strategies they need in order to develop academic language to meet their grade standard which will help them perform better on the upcoming NYSESLAT exam.

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 [AMAO tool](#))

3. In order to improve reading and writing skills more emphasis will be on reading and writing components in cooperative learning groups, activities such as creative writing, writing a book, creating travel brochures will be all geared to make reading and writing motivating and fun at the same time. The students who have difficulty with listening and speaking will be grouped in small groups where they will make use of audio tapes, so they can become more familiar with language. As a result of the NYSESLAT it is shown that students performed better on the speaking/listening than on the reading/writing. Therefore, the ESL teachers along with the classroom teachers adapt a curriculum where the main focus is literacy. Through a rigorous curriculum our school not only teaches our students to become better readers and writers, but it also challenges them. Using visuals is very important when it comes to teaching ELLs. If the text has visuals the students grasp the material much faster. Manipulatives are also a great way to enhance their skills. Using posters, charts flash cards are a great way to introduce material to ELLs. After they have grasped the material using technology is another way to differentiate instruction. Technology is a great tool to use in order to enhance learning. Through technology ELLs are receiving additional support. Our faculty tries to do as much as they can to make sure the students are getting the best education we can possibly give them.

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?

4a. As the grade increases, the number of students decrease. This indicated that the students become proficient in English before the graduate elementary school. The largest population of ELLs are typically in grades K-2 in the school year after year.

4b. Teachers use the results of Assessment to gear instruction to meet the individual students' needs. This is part of differentiated instruction. Additional help in listening and speaking, as well as reading and writing will be provided to the ELLs after school. Periodic Assessment has shown that student progress in English language proficiency much slower than native speakers. This type of assessment allows the teachers to see detailed information about their students' strengths and weaknesses in English language development and serve as a resource to help plan individual and group instruction. As a result of this assessment it is clear to see ELLs are faring better on math than on ELA predictives. Also this type of assessment allows the teacher to identify what specific skills the students are having trouble with and

provide every possible resource to make sure that by the time the actual tests arrive the students are ready. This assessment allowed the teachers to see that ELLs need more time spent on vocabulary skills. ELLs also need more time with organizing their ideas when it comes to writing. Hence, the teachers in our school design whole class and small group instruction to address their weaknesses by using visuals, technology, hands-on activities, and repetition to help out the ELL population.

4c. The staff is learning that there is a need for more support in improving the reading and writing skills of ELLs compared to their listening and speaking skills. This year we are working on the push-in model of ESL where the classroom and ESL teachers work together to make sure the ELLs are getting the best instruction possible. This model of learning is especially helpful to ELLs who may need extra time to work on the task. Scaffolding is another process the teachers are using in our school. We build on prior knowledge of the students. We differentiate instruction for our ELLs by giving a variety of challenging activities to ELLs when they are working in small groups. Using visuals is a major resource we use when working with ELLs. The Periodic Assessment is a helpful tool to identify what ELLs need to improve on. It has shown that ELLs need more time spent on introducing a topic than native speakers. We use modeling, role play as great ways to introduce what the teacher is talking about. Using videos and songs are great ways to elicit from the students what it is they are going to learn. The classroom and the school library also contain native language books as a tool to support ELLs. Teachers incorporate books from various cultures in their lessons to show how multicultural our school is and to make our newcomers welcome. Repetition is widely used as a tool to support ELLs. They will remember information much better if it is repeated to them more than once. Our school prides on incorporating a widely differentiated instructional program to support ELLs. Overall, in our school the teachers work together and learn from each other to create the best possible ways of teaching ELLs.

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](#).)

5. Our school's PPT/SIT/RTI committee meets on a monthly basis and follows the proper protocol with regards to intervention services for ELLs. Teachers were given scaffolded support with regards to filling out the appropriate guidelines to Tier 1 and Tier 2 forms. We often reference the RTI "Creating an RTI Model for ELLs Academic Success" with ELL pedagogues, classroom teachers, IEP, SETSS instructors and other staff.

Data collected helps us support our ELL population to implement more cohesive and effective small group instruction within the class and within our pull-out models. We also offer Extended Day for grades 2-5 twice a week and have started multiple inquiry teams within our staff to build more articulation. These inquiry teams share which strategies helped the students meet goals as well as supply necessary feedback on student's language acquisition.

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

6. As pedagogues we are aware and embrace the diversity amongst our student population. As mentioned before, the school has assembled a Native Language Library within the ESL room that can be transported into other rooms to help supply students with texts in their native language. With newcomers and new admins we review the back of the Home Language Survey and ask guardians the child's educational history. We also encourage multiple opportunities for ELLs to share out previous schools and countries to promote their experiences and language within a comfortable and supportive environment. All pedagogues working with ELLs attend similar professional developments as well as attend turnkey workshops in-house and we all collaborate to support our ELLs in the most positive and rigorous way.

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?

7. No Dual Language is available at this time.

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

8. Success of our program is to see continued growth in all four components in Language Acquisition. We pride ourselves on students who become proficient and continue to do well in the content area subjects. It is encouraging to see many of our students actively participating in different programs that our school has to offer. This demonstrates their absorption into our school community and into the community at large so they can become exemplary citizens.

NYSESLAT scores are examined and reexamined to monitor students' progress and ELA scores as also monitored to help any At-Risk ELLs or ELLs who are close to becoming Long-term ELLs (LTEs). Pedagogues who work with ELLs often have Annual Goals which are correlated with ELL success and we are supported by our principal to help meet our goals. The CALLA model is also encouraged by all pedagogues working with ELLs and ELL instructors.

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](#).)
 1. At P.S. 153 we follow all the appropriate rules and procedures which are mandated in order to identify students who may possibly be English Language Learners. We are fully verse in NYSED CR Part 154 and follow appropriate actions. At the time of registration all parents complete the Home Language Identification Survey and an informal interview is conducted in English by a pedagogue and whenever possible in the native language indicated in the survey. At P.S. 153 Mrs. Gonzalez, our dean conducts the interviews and formal initial assessments in Spanish. Mrs. Soffer, Mrs. Gordon and Mrs. Lemberg who are all licensed teachers interview and assess the Russian speaking parents and students. Mr. Ren, a pedagogue follows the same procedures with the Chinese speaking parents and students.
At the time of registration a licensed pedagogue administers the Home Language Survey if the parent states that the home language is other than English, then the teacher conducts an informal interview in Native Language and English. After the interview is conducted and the result is that the student speaks a language other than English and the student speaks little or no English. The next step is to adminster the Language Assessment Battery-Revised within the first ten days of the new student's admittance to the school. Then the teacher evaluates the student's score and depending on the score the student is determined to be at a beginner, intermediate, or advanced level. if the student speaks Spanish, the Spanish LAB-R is administered to determine whether the student is fluent in his or her native language. After the LAB-R is given and the level is determined the student is placed in an appropriate program. The three programs that are offered are: bilingual eduction, dual language or freestadning ESL program. At this time our school only offers a freestandin ESL program. As an annual assessment the NYSESLAT is adminstered in the spring.
Based on these interviews and on the required responses on the Home Language surveys the ESL staff determines whether the student is eligible to take the LAB-R test. We administer the Spanish LAB-R to the Spanish speaking students. Students who are eligible are always tested within ten days and based on their scores placed in the appropriate ESL class. The ELLs are serviced 360 minutes a week for beginners and intermediate levels and 180 minutes for those who test at the advanced level. Students who score at a proficient level are no longer considered Ells and are not serviced. During the interview we make it very clear to the parents that our school only offers a free standing ESL program. The parents are informed that we do not offer bilingual or dual language programs at this time. Our students are evaluated periodically by their teachers to measure growth and progress in all four components of ESL instruction. Grades 3 through 5 may take New York Interim Assessment test as well as informal evaluations are done by classroom and ESL teachers. The NYSESLAT exam is administered in the Spring of each school year and is used to determine the student's placement for the next year.
The NYSESLAT is designed to measure the English language proficiency of students who have been identified as limited English proficient. The test will be the basis for determining whether the student continues to be classified as LEP. Based on the results of the test, the student's English language proficiency level is classified as beginner, intermediate, advanced or proficient. If the student scores proficient that means the student is functioning fluently in listening, reading, writing, and speaking. Otherwise, the student is continuing to receive ESL services depending on the student's level, 360 minutes a week for beginner and intermeidate level students and 180 minutes if the student is advanced level.
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.
 2. At P.S. 153, the Homecrest School of Music our ELL parents receive letters in their native language. The letter indicates that their children are entitled to ESL services and are then invited to an orientation meeting. At this meeting the parents view the video, in the languages spoken by the current student population, distributed by the office of the Chancellor to acquaint them with the possible programs which are available in our city. Parents are then given the option of completing the Parents Survey and Program Selection form and choose 1 of 3 educational program options; traditional bilingual program, dual language bilingual program, and freestanding ESL. At this time our school offers only the Freestanding
ESL program and our parents overwhelmingly choose this option. At this point it is clear to the parents as it has been explained in the video in their native language what a Freestanding ESL program entails. We invite them to ask questions, express concerns and learn about the other programs and opportunities that are available to them and their children. We distribute brochures and inform parents that when the choice is made, the student is required to stay in the program for at least 1 year. The student is entitled to services for up to 3 years.
Each program is thoroughly explained by the ESL personnel. Transitional Bilingual Education involves a child's native language,

typically for no more than three years, to ensure that students do not fall behind in content areas like math, science, and social studies while they are learning English. The goal is to help students transition to mainstream, English-only classrooms as quickly as possible, and the linguistic goal of such programs is English acquisition only. Dual language is a form of education in which students are taught literacy and content in two languages. The majority of dual language programs in the United States teach in English and Spanish, although increasing numbers of programs use a partner language other than Spanish, such as Arabic, Chinese, French, Hawaiian, Japanese, or Korean. Dual language programs use the partner language for at least half of the instructional day in the elementary years. A free-standing ESL program provides intensive instruction in listening, speaking, reading, writing, and comprehending English. An ESL program uses the academic and cultural experience of the student as a platform to provide the appropriate instruction in English. At our school the parents are familiarized with each program and are aware of the school offering only free-standing ESL at this time. However, the parents largely select the program and are very satisfied with the results.

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 [\[see tool kit\]](#).)

3. In the beginning of the year, after the students are determined to be ELLs and are given an entitlement letter which invites parents to an orientation. Our school hosts a parent orientation meeting where the ESL staff explains to the parents, in details which programs are available. A video is also show provided form the NYC Board of Education which explains more in their native languahe. Afterwards parents have the opportunity to ask questions about educational programs and services that are available for their child and choose the program in which they would like to have their child enrolled. After the orientation, they will be asked to fill out a selection program form and parent survey. This information will help us create programs that are responsive to parents' needs. Parents are strongly encouraged to attend the orientation so that they can make an informed choice. However, if they cannot attend the scheduled orientation, the parents can set up an appointment with the Parent Coordinator who will explain the programs and show the video with all the information about each program in various languages. All of the forms are stored away in a safe location for at least a year within the ESL room (Room 309) behind a lock and key closet. The forms are kept safely stored in order to make sure if any issues ever arise the documentation is there to prove the parents have chosen a particular program and answered the survey in a certain way.

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.

4. The P.S. 153 staff works diligently to ensure that everyone who is entitled to services receives them in due time. Especially, with the support of Mrs. Suarez our parent coordinator, our parents and ESL staff, our school is very careful to ensure all the letters of entitlement are distributed and sent home. The same goes for the Parent Survey and Program Selection. All of us make sure all the forms are filled out, signed and returned in a timely fashion.

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.

5. The P.S. 153 staff works diligently to ensure that everyone who is entitled to services receives them in due time. Especially, with the support of Mrs. Suarez our parent coordinator, our parents and ESL staff, our school is very careful to ensure all the letters of entitlement are distributed and sent home. The same goes for the Parent Survey and Program Selection. All of us make sure all the forms are filled out, signed and returned in a timely fashion.

Throughout the year the ELL instructors (Julia Lemberg and Kristina Niesi) visit ATS reports to monitor compliancias as well as students who are eligible for the NYSESLAT exam. We print and review these reports and comile lists to help prepare us for upcoming exams. We meet as a Testing Committee and plan for how the test will be administered as well as scored. Our Principal helps keep documents safe behind locked closets before and after the exam is given. The ELL instructors divide up the testing duties between two days and the exam is given as followed: DAY ONE: Speaking (completed on an individual basis) then Listening; DAY TWO: 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. *①*

6. All of our students are placed in an ESL instructional program based on everything previously discussed. After reviewing the Parent Surveys and Program Selection forms for the past few years we have discovered that 99 % of the parents choose freestanding ESL. Therefore, we are aligned with parent requests and offer Freestanding ESL. The program model is always aligned with parents requests and if future parent request differ from the freestanding ESL we will provide such desired program.

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])?
 - 1a) In P.S. 153 we use the pull out and push in organizational models. From K-5 grades there are entire ESL classes to which the ESL teacher pushes in with the classroom teacher. Each beginner and intermediate students receive 360 minutes of instruction per week. Students at the advanced level receive 180 minutes per week.
 - 1b) We group the students heterogeneously. The grouping is done according to different proficiency levels so that the children are exposed to challenges and stimulated at the same time. The grouping is also done to demonstrate differentiated instruction.
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)?
 2. Each beginner and intermediate students receive 360 minutes of instruction per week. Students at the advanced level receive 180 minutes per week. We use all the available ATS reports (R-LAT, LAB-R, RDGS, and RLER) to check and even double check that every eligible student is included in the program and gets to participate in an instructional program that regularly ensures continuity of rigorous instruction, content learning standards, and the core curriculum. Language Arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support such as use of bilingual dictionaries, materials in the native language and strategies of homogenous linguistics grouping provided.
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.
 3. Our classroom curriculum is focused in essential learning as expressed by ESL standards, often integrating content area standards. Students use textbooks along with additional materials that are geared to enrich and support the ELLs learning process. Classroom libraries and instructional materials are aligned with the school's core curriculum and reflect the home languages in the school. They participate in small group, task oriented situations that guide the production of language both in oral and written forms. Students demonstrate learning through measurable product development, demonstrations, and exhibits. They demonstrate technical proficiency in areas including learning logs, research on the Internet and use of computer.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. During the interview process our pedagogues speak to students in their native languages to get a sense of how much prior knowledge they have attained in their native language. We also administer the Spanish LAB-R to determine the students' proficiency in Spanish. In our school we have pedagogues speak to the students in their native languages such as Russian, Chinese,

Urdu, Spanish to assess their academic skills. We also discuss students' abilities with their parents in their native languages to gather information about the students and how much academic skills they have been exposed to in their native countries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. The ESL pedagogues keep tedious observational data on all ELL students throughout the year. This data helps determine growth and future proficiency level on upcoming NYSESLAT exam. If a student is lacking in one of the modalities then the teacher provides additional academic support in the needed area. As ELL pedagogues we constantly assess our ELLs using a variety of tools such as informal, teacher created checklists to monitor SLA skills and group assessments in which students complete self-assessments (in native language if needed). Assessments are also done at the end of every unit called Benchmarks and MOSL assessments. Informal assessments are completed weekly (monitoring one specific modality L,S,R or W) and more formal assessments such as TC Reading Assessments are done every three months by classroom teachers. We also pull data from the Periodic ELL Assessment given yearly in the Fall months to help us predict future NYSESLAT scores.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a) At P.S. 153 there are no SIFE students at present. If we did have SIFE students we would use small group instruction and follow a program that on a regular basis ensures continuity of instruction and language development.

6b) All newcomers are ensured of academic rigor and excellence in small group, task oriented situations that guide the production of language both in verbal and written forms. The teachers use textbooks, classroom libraries, and instructional materials that are aligned with the core curriculum and reflect their home language. Language instruction is aligned with ESL, ELA, and NLA standards. Teachers scaffold academic language and support student participation in content areas. Teachers model the use of the academic language in ways in which students are expected to respond and participate. Language functions and structures are taught within the context of the lessons. Multiple intelligences are considered when delivering instruction to the ELLs. We use a variety of methodologies such as music, art, and role playing in our instructional planning. Our school offers after school programs to provide additional support and tutelage to newcomers to facilitate their growth so that they will be prepared for ELA and content area tests.

6c) The ELLs who are receiving services for 4 to 6 years are children who may be at risk, holdovers, and special education students. In addition to the ESL services these students are seen by the Resource Room teachers and they participate in small group instruction using all the strategies previously mentioned. They may also participate in after school programs to encourage growth in language which is serviced by a Reading Specialist and get additional support in funded reading programs. Students are also reading and writing in a relaxed setting.

6d) At present time there are 6 long term ELLs. They work in small groups, use games, puzzles, tapes, and other types of visual stimulants to help drive instruction. Various computer programs are used depending on their level, using data, we would analyze where their weakness is and work on strategies to improve their growth and success, while continuing to build their strengths. Such programs include SpellingCity.com, RAZkids.com and other ELL specific and geared websites means for comfortable and relax language instruction. At P.S. 153 we group students according to their needs. We analyze test results and with our team determine what we All ELLs identified as having special needs have a program designed to meet on their strengths and weaknesses. We would work with the resource room teachers, as well as special education teachers. Their IEPs would also come in handy when determining how to facilitate their growth and success to improve their scores.

6e) Former ELLs are also provided with time and a half on all standardized tests and are supported by the pedagogues to continue with the English language acquisition. Maintenance is extremely important for Former ELLs and the staff supplies rigorous questioning and conversational opportunities to help nurture their language skills.

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?

7. In our school we use various strategies and materials to ensure our ELLs-SWDs are receiving the best education possible. Using visuals, manipulatives, graphic organizers, native language libraries, small group instruction, total physical response activities are constantly used with ELLs-SWDs.

Lower grade ELLs use technology in every lesson which included Promethean Boards and games from RAZkids and ReadingA-Z.com in class to help promote participation as well as support language acquisition. Older grades use websites such as SpellingCity.com, Rigby "On Our Way to English" audio books and other tools to keep their learning unit specific and scaffolded.

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?

8. Our school tries to accommodate all ELLs. We design curriculum maps to make sure all the various levels of our students are met. Differentiated instruction is a key component in our instruction with ELLs-SWDs. The ESL teachers work with the grade teachers to

make sure all the needs of our ELLs-SWDs are met. During instruction leveled groups are put together for reading and writing activities. Students are grouped heterogenously to ensure differentiation.

Special Education teachers also meet with ELL instructors on a weekly basis in order to articulate how one another can help ELLs flourish inside and outside the classroom. Upper grade ELL-SWDs also have important roles within the school as "Monitors" and attend the same lunch as the lower grade population. This Monitor program helps the ELL-SWDs meet social and emotion goals stated on their IEPs and helps promote positive interactions within upper and lower classmen. This monitor program has seen tremendous improvement in the confidence with SWDs and we plan to continue this program as long as it continues to help ELL-SWDs flourish in a productive outlet.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

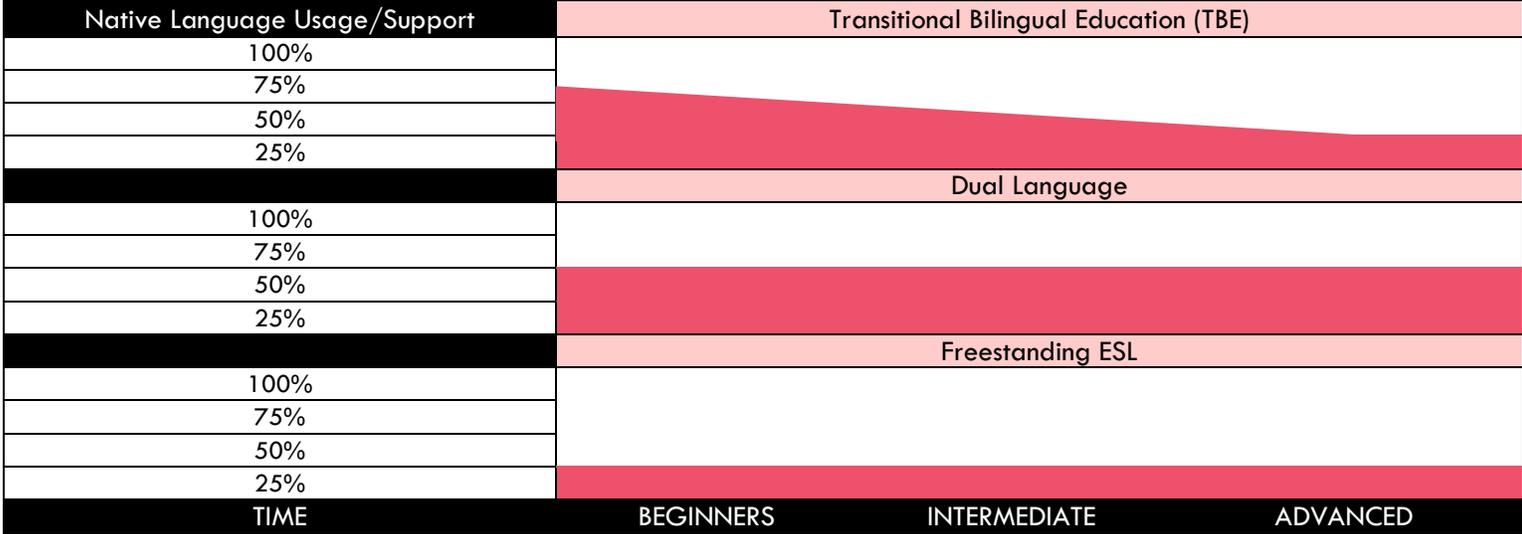
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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.
9. This year, a native language library was started and is kept in the ESL room (309). By providing authentic books in the child's native language we encourage their L1 reading level as well as support L2. Currently, there are books in the five most prevalent languages spoken by our student population. We also provide a variety of activities integrating listening, speaking, reading, and writing. We foster critical thinking skills taking into account students' interests, cultural background, their prior knowledge and their age and most importantly language level. We use a variety of materials to reinforce CALP for example books on tape, supportive software, and computer technologies, magazines, resources that are richly illustrated, vocabulary word walls, and videos. We utilize charts, manipulative charts, T-charts, KWL charts, Venn diagrams, sequence of events, story maps, webs, time lines, bar graphs, posters, chant posters, maps, newspapers, phonics, song charts, Cds for listening to stories, songs and poems. We also offer small group instruction during the school day and Title III after school programs for grade 1-5 provided by licensed and certified ESL teachers.
- Programs which target At-Risk students are as followed: Extended Day, Tutoring, Book Clubs, Saturday School and Title III ESL After School. These programs are free and the staff encourages guardians to have their children attend a number of these programs.
- Extended Day: Twice a week (37 minutes a day) small group instruction which focuses At-Risk students who received a 1-2 on standardized ELA and Math exams. Strategies include close reading, varying math models and other tools which help students perform better on upcoming examinations.
- Tutoring: Pedagogues volunteer in the morning before school on a weekly basis to supply students with academic support in whatever content area they are currently lacking in. Tools are used such as highlighters, graphic organizers and other strategies to help drive a more support instruction.
- Book Clubs:
- Saturday School:
- Title III ESL After School: Grade specific small group instruction is done once a week after school (2:20-3:55) and is taught by ESL certified instructors only. Our curriculum follow the four language modalities and we meet monthly to share data, strategies and other tools which help support their language growth.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. As a school, we employ different models of ESL instruction. We have self-contained classes, push-in support, pull-out support as well as small group instruction. Yearly, our students continue to test on a proficient level and 90% of our ELLs increase in their proficiency level.
11. What new programs or improvements will be considered for the upcoming school year?
11. This year, Promethean boards were installed in every classroom. This greatly helped implement more advanced technology into our classrooms as well as provide opportunities for students to use and become familiar with tech savvy tools. I pads are also rented daily to students and staff to use within the school property. Spellingcity.com is a new academic vocabulary support tool being offered to upper grade ELLs to push their use of academic and rigorous vocabulary. This internet tool can be used with a computer individually, as a group on a learning pad as well as on a Promethean board as a whole class activity. The implementation of this program showed vast improvement of ELL recognition of new and unfamiliar words often used in Units of Study. The students also have access to the website on their free time outside of school. We will continue to provide this tool to our students and expect to see improvements in their academic vocabulary.
12. What programs/services for ELLs will be discontinued and why?
12. In our school we don't believe in discontinuing any programs. Instead we would rather improve on programs that have been used for sometime now. One way to improve the program is to incorporate technology into it or having more hands-on projects for the students to be involved in throughout the year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. In our school ELLs are involved in various school and after school activities. This year our school has a new enrichment cluster model where the students are not only enriched in the arts, but also in academics. After school ESL program is offered where students get extra help with their speaking, reading, writing, and listening skills. As well as NYSESLAT test preparation is also offered.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. We reinforce strategies which enable the development of CALP keywords, scaffolds, frequent summaries, repetition, line-

learning, and think pair shares. We consider their different learning styles such auditory, visual, or tactile in every lesson. Our staff takes into account all the mentioned above information in order to make sure the students receive the best instruction possible.

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

15. In our school ELL students are offered native language libraries within their classroom as well as in the English Second Language department room. Native language dictionaries are also available for students to use at any time, published by Oxford Publishing. Multicultural events take place on monthly basis. One such event is the Multicultural feast which takes place around Thanksgiving time. Students of all cultural backgrounds are encouraged to share their heritage and come to school with native clothes, food or traditions they can share with classmates. We celebrate Hanukah by singing Hanukah and Hebrew songs and also celebrate Chinese New year. All the above stress the respect and recognition of the diversity in our school.

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

16. All the ESL teachers are aware of the curriculum for the grades that they are teaching. Also, the teachers correspond with the classroom teachers in order to work on specific challenges the students might be having in the class. Our school uses resources according to the student's grade and level. One such resource is Rigby "On Our Way to English" which breaks down materials such as books by levels. If the ELL is in the kindergarten then the books that are available would typically be levels A through C and this goes for each grade. Newcomers are also offered plenty of non-fiction texts of the current unit which are meant to entice and elicit learning. The manipulatives, graphic organizers, posters all aid the teachers who are working with ELLs. Other resources books, charts, games, technology, dictionaries, computer software, visuals, and picture cards. We follow curriculums and state standards for each grade level. We divide children into small cooperative groups and challenge them with problems, puzzles, games, and manipulatives.

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.

17. Before the beginning of the school year, newly enrolled ELLs and their parents are given an orientation of the school and the programs we offer. We have translators in Spanish, Russian, and Chinese available to answer any questions they might have. We recommend what books the ELLs would need prior to the beginning of the year in order to familiarize them with the language and content that they will be learning in the upcoming year. Our school makes sure that the newcomers feel welcome from day one to the P.S. 153 family.

18. What language electives are offered to ELLs?

18. No language electives are offered at this time.

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)?

19. Dual Language Program is not offered in our school at this time.

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.

1. At P.S. 153 we conduct ongoing professional development for our staff. All workshops and professional development enable teachers to effectively prepare and support ELLs with the transition to middle school. All of our paraprofessionals attend all workshops for pedagogues. Our secretaries are very supportive and helpful in registering new students and communicating with parents. Our warm and caring staff instills confidence and ensures the growth of a positive self image which enables the ELL student to cope with departmentalization and scheduling so that they can successfully endure the rigor of middle school. Other workshops offered were: Non-Fiction Writing for ELL Grades 3-5, Identification of the ELL student, SIFE Identification, Brain Research: Uncovering the ELL Braine, Language Development and the Multicultural Emphasis, NYSESLAT training, Language Development in English as a Second Language Student, Practices that Stimulate Communication Skills for ELLs in Cooperative Learning Groups.

2. Every ELL instructor receives emails from the Office of ELLs which shares upcoming Professional Development workshops. Our principal, Carl SantaMaria also encourages us to attend workshops and shares any upcoming opportunities. A recent Professional development workshop that ELL pedagogues attended was "

3. Members of the staff attend workshops, workshops allowed the staff to better acquaint themselves with how to identify and support ELLs. After each workshop the teachers implement the newly discovered information in their instruction by turn-keying the information in a small group of pedagogues or in front of their entire staff. In this way the teachers make sure the ELLs participate along with the rest of the class in various classroom activities. In addition, the teachers conference with the students and their parents about the transition from elementary to middle school. Our school is doing everything in its power to make sure that its ELL population is provided to make their learning transition as motivating and enjoyable. We enable the students to be up to the challenges of the upper level of schooling. We do this by providing rigorous curriculum and challenges beyond their grade level in all content areas. Our school believes in developing intelligence and creativity in all of our students.

4. In our school every teacher has been through the rigorous training in order to be aware of the various types of students they may encounter and to know how to approach and support these students to the best of their abilities. We keep a file that shows we have trained our staff and they have completed the requirements. We offered workshops, observed ESL classes in action, distributed techniques for working with ELLs. The ESL team conducted a workshop which was attended by the entire staff including classroom teachers, guidance counselor, paraprofessionals, and parent coordinator. At this workshop we educated the entire staff about the importance of the LAP and what it entails. We ensured that everyone in our staff needs to know the contents, rules stated in the LAP. Identification of the ELL student was another workshop that took place in the beginning of the year. The purpose of this workshop was to review and educate the staff on how to be to identify and work with ELLs.

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?

1. In our school parent involvement is visible in many facets of our building. Parents have regular conferences with teachers. Parents are always volunteering to participate in after school activities such as talent shows, poetry reading, and dance festivals. It is never a problem to get parents to chaperone on a school trip. They are readily available and are very willing to come at any time. At P.S. 153, there is a warm relationship between our PTA and newcomers to our community. We encourage all newcomers to become a part of our 153 family. We do our best to promote cross cultural skills. Parents are encouraged to join our PTA and are introduced to our PTA's many activities in our community. Mrs. Suarez , our Parent Coordinator, always offers her assistance in providing all newcomers with the opportunity to attend workshops for adults and organized trips with parents and students.

2. We offer ESL classes to new immigrant parents. Last year we provided 2 groups of ESL classes for parents. One class was taught by our teacher who has volunteered for the past six years to teach newcomers. The other teacher was provided by CPC; non-profit agency. Mrs. Suarez has organized group volunteer translators to provide information in four languages Russian, Urdu, Chinese, and Spanish. Mrs. Suarez also uses the translation and interpretation services provided by the Department of Education through her cell phone (also provided by DOE).

3. We try our best to facilitate an easy social absorption to all newcomers. Parent Orientation meetings are held in the fall and periodically during the year as new children arrive. We pride ourselves in supporting the efforts of families to be partners in their children's education. All letters to parents are distributed in English, Chinese, Russian, Urdu, Arabic, and Spanish. The parents of all of our students know that the students are our number one priority and that everything is done to show just that. From registration of each of our students to their graduation the parents know that we have done all that we could to provide the best education possible for our students.

4. The relationship that we have with the parents facilitates communication with parents and our school community. As a result of the parents' involvement in PTA activities, on school teams, (such as the LAP) the needs of the parents are addressed and met.

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.

The NYSESLAT reflects that more support in reading and writing skills is needed. However, it also reflects positive growth as they grow from grade to grade. In our school students become more proficient faster in listening and speaking than in reading and writing. LAB-R is a great tool to see how much the students learn in the course of one year. By the end of the first year the students are able to have a conversation with their peers, but it is still difficult to express themselves academically. This goes across all grade levels. It is especially, evident with kindergarteners. At the time of the LAB-R they do not know the letters or sounds of the letters, but in three months, these ELLs are speaking. They know all the letters of the alphabet. It is evident with many beginners who at the time of the assessment didn't utter a word, but by spring time are raising their hand and are the top students in the class. As they get older the outcome is similar. However, it takes a third grader much longer to start speaking than a kindergartner. As the students get older their math skills could be much more advanced than their literacy skills. It also depends how much formal education they received in their native country. If the student didn't receive any formal education that means he or she is start from nothing and will learn everything in this school. All of the assessments that our school performs demonstrate that ELLs grasp social skills and language much faster than academic language. Through assessment it is evident that writing is where ELLs fall short. They will explain what they have read and answer all the questions that go along with the reading, but when it comes to writing this is where they need the most support. Conferencing one on one greatly helps. Once they sit down with the teacher and break down what they need to do, then the writing process gets easier.

In order to improve reading and writing skills more emphasis will be on reading and writing components in cooperative learning groups, activities such as creative writing, writing a book, creating travel brochures will be all geared to make reading and writing motivating and fun at the same time. The students who have difficulty with listening and speaking will be grouped in small groups where they will make use of audio tapes, so they can become more familiar with language. As a result of the NYSESLAT it is shown that students performed better on the speaking/listening than on the reading/writing. Therefore, the ESL teachers along with the classroom teachers adapt a curriculum where the main focus is literacy. Through a rigorous curriculum our school not only teaches our students to become better readers and writers, but it also challenges them. Using visuals is very important when it comes to teaching ELLs. If the text has visuals the students grasp the material much faster. Manipulatives are also a great way to enhance their skills. Using posters, charts flash cards are a great way to introduce material to ELLs. After they have grasped the material using technology is another way to differentiate instruction. Technology is a great tool to use in order to enhance learning. Through technology ELLs are receiving additional support. Our faculty tries to do as much as they can to make sure the students are getting the best education we can possibly give them.

In our school students become more proficient faster in listening and speaking than in reading and writing. No one took the test in their native language last year. The majority of ELLs tested at Levels 2 and 3 in Math and ELA for both third and fourth grades. However, an even number of fourth graders got 2, 3, and 4 in Math, but more students scored at Level 2 than Levels 3 and 4 in ELA. There were more 2s in the third grade ELA than 3s or 4s. The same goes for Math. Therefore, this demonstrates that there needs more time devoted to both subjects so the same pattern is not repeated next year. Therefore, it is evident that more students performed at a developing level instead of proficient. Since the standards for scoring the ELA and Math were changed last year to raise the bar on what it means to be proficient. It is our job as educators to work ever more effectively together to ensure that all of our children get the knowledge and skills they need to do better on the next test. It is clear that our curriculum needs to devote an equal amount of time on both subjects. Our school does everything to make sure the students receive a rigorous educational program where all of their needs are met.

Teachers use the results of Assessment to gear instruction to meet the individual students' needs. This is part of differentiated instruction. Additional help in listening and speaking, as well as reading and writing will be provided to the ELLs after school. Periodic Assessment has shown that student progress in English language proficiency much slower than native speakers. This type of assessment allows the teachers to see detailed information about their students' strengths and weaknesses in English language development and serve as a resource to help plan individual and group instruction. As a result of this assessment it is clear to see ELLs are faring better on math than on ELA predictives. Also this type of assessment allows the teacher to identify what specific skills the students are having trouble with and provide every possible resource to make sure that by the time the actual tests arrive the students are ready. This assessment allowed the teachers to see that ELLs need more time spent on vocabulary skills. ELLs also need more time with organizing their ideas when it comes to writing. Hence, the teachers in our school design whole class and small group instruction to address their weaknesses by using visuals, technology, hands-on activities, and repetition to help out the ELL population.

The staff is learning that there is a need for more support in improving the reading and writing skills of ELLs compared to their listening and speaking skills. This year we are working on the push-in model of ESL where the classroom and ESL teachers work together to make sure the ELLs are getting the best instruction possible. This model of learning is especially helpful to ELLs who may need extra time to work on the task. Scaffolding is another process the teachers are using in our school. We build on prior knowledge of the students. We differentiate instruction for our ELLs by giving a variety of challenging activities to ELLs when they are working in small groups. Using visuals is a major resource we use when working with ELLs. The Periodic Assessment is a helpful tool to identify what ELLs need to improve on. It has shown that ELLs need more time spent on introducing a topic than native speakers. We use modeling, role play as great ways to introduce what the teacher is talking about. Using videos and songs are great ways to elicit from the students what it is they are going to learn. The classroom and the school library also contain native language books as a tool to support ELLs. Teachers incorporate books from various cultures in their lessons to show how multicultural our school is and to make our newcomers welcome. Repetition is widely used as a tool to support ELLs. They will remember information much better if it is repeated to them more than once. Our school prides on incorporating a widely differentiated instructional program to support ELLs. Overall, in our school the teachers work together and learn from each other to create the best possible ways of teaching ELLs.

Success of our program is to see continued growth in all four components in Language Acquisition. We pride ourselves on students who become proficient and continue to do well in the content area subjects. It is encouraging to see many of our students actively participating in different programs that our school has to offer. This demonstrates their absorption into our school community and into the community at large so they can become exemplary citizens.

Part VI: LAP Assurances

School Name: PS 153 Homecrest		School DBN: 21K153	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carl Santa Maria	Principal		
Steffani Fanizzi	Assistant Principal		
Yolanda Suarez	Parent Coordinator		
Julia Lemberg	ESL Teacher		
	Parent		
Leah Gordon	Teacher/Subject Area		
Laura El Chami	Teacher/Subject Area		
	Coach		
	Coach		
Jessica Nunno	Guidance Counselor		
Neal Opromalla	Network Leader		
Kristina Niesi	Other <u>ESL Teacher</u>		
Annamarie Franchi	Other <u>ESL Teacher</u>		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **21K153**

School Name: **153**

Cluster: _____

Network: **CFN 409**

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

Part A: Needs Assessment Findings

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

In our school we provide all the accommodations possible to our students' parents. During the registration process we have our pedagogues who speak languages such as: Russian, Chinese, Spanish and Urdu offer their assistance. After the registration is complete we assess the Home Language Surveys where the home language is indicated, Parents' Preferred Language form is also offered to our parents. During orientation we provide in-house school staff for translation services. Our pedagogues are always available for translation and interpretation. All of these services allow us to assess the school population and its needs.

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.

From the data we have compiled it shows that our school population is broken down to the following languages: Chinese, Russian, Uzbek, Urdu, and Spanish. After we have assessed the data we held a school wide orientation on informing the entire staff of our findings. Each staff member received a breakdown of our population based on their home languages. Therefore, the teachers are aware of their class population and what support their students' parents will receive. All written documents such as letters or notices will be sent home in the home language that parents preferred.

Part B: Strategies and Activities

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

In our school we use Translation and Interpretation Unit's services for documents such as registration and language selection, standards for each grade, placement in Special Education, ELL, or non-standard academic programs. For any additional documents that need translation we use our in-house staff. Letters to parents in regards to exams, trips, extra-curricular activities, school performances, holidays, or any other letters are translated by our in-house staff members. The school aids also survey the student population every September and record how many different languages are spoken at home by our students. This will help determine how many and which documents need to be translated. We also began a multi-lingual library containing a variety of books in the most prevalent five languages. The Multi-lingual library is located in the ESL room (309) which is available for all students to use anytime to help support their native language. Students were inquiring about reading in their native language so this library was created based on their needs.

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.

For oral interpretation services we use our staff. The services include: interview at registration, parent-teacher conferences, phone calls to parents for explanations of various situations, for emergencies, for any type of questions that parents might have. We also have bilingual paraprofessionals working one-on-one with ESL students with special needs. Orientation and other workshops are always provided with an interpreter. In addition, we inform our parents that over-the-phone services are provided for any information that they feel is not sufficiently explained to them.

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>.

In the beginning of each school year we inform the parents of all the available services and resources available to them. We inform them there is a Translation and Interpretation Unit in the Department of Education that provides services for non-English speaking parents that offer written and oral services in their home languages. We inform the parents that they will be getting letters and notices in their home languages they chose in the beginning of the year. We also introduce the parents to our staff members who can be of service for translation and interpretation.

