



27Q253
2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 27Q253

ADDRESS: 1307 CENTRAL AVENUE FAR ROCKAWAY NY 11691

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27Q253 **SCHOOL NAME:** PS 253

SCHOOL ADDRESS: 1307 Central Avenue Far Rockaway New York 11691

SCHOOL TELEPHONE: (718) 327 - 0895 **FAX:** (718) 327 - 3964

SCHOOL CONTACT PERSON: Fred Iorio **EMAIL ADDRESS:** Fiorio@schools.
Nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Robin L. Johnson

PRINCIPAL: Robin L. Johnson

UFT CHAPTER LEADER: William Easteadt

PARENTS' ASSOCIATION PRESIDENT: Maria Rosario

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 301

NETWORK LEADER: JoAnne Brucella

SUPERINTENDENT: Michelle Lloyd-Bey

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Robin L. Johnson	*Principal or Designee	
William Eastadt	*UFT Chapter Chairperson or Designee	
Maria Rosario	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Fred Iorio	Member/Assistant Principal	
Tanya Moorer	Member/Teacher	
Cindy Ramirez	Member/Teacher	
Mildred Soto	Member/Parent	
Major Childs	Member/Parent	
Ana Amarante	Member/Parent	
Tahera Khanum	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 253 is located in the Far Rockaway section of Queens, New York. This Pre-Kindergarten to Grade Five school serves a population of approximately 530 students. The school is a central part of the community to many students and their families. The building is in its sixth year of operation. It is a brand new building which is well-kept. It is a state of the art building where student's accomplishments are evident and prominently displayed.

Core Knowledge curriculum will be implemented during the 2010- 2011 school year in Grades PreKindergarten through Grade Five. We will have a solid, sequenced, specific, and shared curriculum that will provide an academic focus and encourage consistency in instruction. A broad base of knowledge and a rich vocabulary will motivate students to learn and create a strong desire to learn more. Core Knowledge promotes a community of learners (adults and students) that is in line with the school's vision and mission.

PS 253 recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school has to expand beyond traditional definitions of teaching and education. It is towards this end that we have applied for the following grants: New York Academy of Medicine Moving from Crisis to Hope, Parents as Art Partners, Ezra Jack Keats, and Conflict Resolution Teaching Tolerance.

At PS 253 we recognize that families and community members are a vital part of all students' academic and social success, and consider family an essential ingredient for a successful educational program. To ensure a successful partnership between the school and the community we use the practices outlined in the "Basic School" model (a community for learning). The Basic School focuses on a shared vision, teachers as leaders, the school as a community (parents as partners), a curriculum with coherence, a climate for learning and a commitment to character. This philosophy has had positive effects on the school and its community. Parent involvement has continuously increased since the beginning of the 2004 school year.

PS 253 enjoys collaboration with several community based organizations, including the Police Athletic League, the Action Center for Education and Community Development Inc., The Addabbo Clinic, FECS, RDRC, Caribbean's Woman's Health center, Inwood Ministerial Coalition, Washington Mutual, TheraCare Health First, and the Rockaway Sports Coalition.

SECTION III – Cont’d

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		PS 253Q							
District:	27	DBN #:	27q253		School BEDS Code:		34700010253		
Grades Served in 2008-09:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	● Ungraded			
Attendance									
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Pre-K	30	31	30				91.2	92.5	91.8
Kindergarten	94	66	75						
Grade 1	113	90	79	Student Stability: % of Enrollment					
Grade 2	103	119	74	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	68	89	71						
Grade 4	43	57	92						
Grade 5	0	45	91	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)			2007-08	2008-09	2009-10
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)			2007-08	2008-09	2009-10
Grade 11							2	3	2
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)			2007-08	2008-09	2009-10
Total							4	2	6
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Number in Self-Contained Classes	24	19	30						

No. in Collaborative Team Teaching (CTT) Classes	30	33	35	Principal Suspensions	2	0	2
Number all others	0	0	0	Superintendent Suspensions	2	0	2
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	76	85	110	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	1	5	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	36	49	52
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	13	15
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	9	12
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	2.0	1.8	1.2	Percent more than two years teaching in this school	25	40.8	54
Black or African American	56.8	55.9	52.9	Percent more than five years teaching anywhere	33.3	22.4	33
Hispanic or Latino	36.4	38.2	41.0				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	1.4	1.5	Percent Masters Degree or higher	78	71	79
White	2.4	2.6	3.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	94.1	100
Multi-racial	0	0	0				
Male	53.4	51.9	52.5				
Female	46.6	48.1	47.5				

2009-10 TITLE I STATUS				
x <input checked="" type="radio"/> Title I Schoolwide Program (SWP)		<input type="radio"/> Title I Targeted Assistance		<input type="radio"/> Non-Title I
Years the School Received Title I Part A Funding:	x 2006-07	x <input checked="" type="radio"/> 2007-08	x <input checked="" type="radio"/> 2008-09	x <input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/> X	If yes, area(s) of SURR identification:

Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input checked="" type="radio"/> X

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>	<u>Category (Check <input checked="" type="checkbox"/>)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	<input checked="" type="checkbox"/>		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)		Secondary Level (<input checked="" type="checkbox"/>)	
	ELA:	<input checked="" type="checkbox"/>	ELA:	
	Math:	<input checked="" type="checkbox"/>	Math:	
	Science:	<input checked="" type="checkbox"/>	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Ethnicity							
American Indian or Alaska Native							
Black or African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Hispanic or Latino	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Asian or Native Hawaiian/Other Pacific Islander							
White							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
Multiracial							
Other Groups							
Students with Disabilities	✓	✓					
Limited English Proficient	✓	✓	✓				
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject	6	6	5				
Key: AYP Status							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	N/A
Overall Score	72.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	36.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

PS 253 is **[“The School Where the Joy of Today Leads to the Achievement of Tomorrow”](#)**. Working collaboratively, we will provide a safe environment and quality education for all of our students. We promote positive social relationships among family, school and community. We recognize each child's individuality, and uniqueness. By creating a nurturing environment, it is our goal to foster a love of learning to prepare the leaders of tomorrow. We maintain high expectations, encourage active parent involvement, and partner the entire school and community in a commitment to excellence in all that we do.

Strengths and Accomplishments:

- ✚ **“The Basic School” Philosophy.** “The school is a place where everyone comes together to promote learning. Every classroom is, itself, a community, where classrooms are connected by a sense of purpose, in a climate that is communicative, just, disciplined, and caring, with occasions for celebration.”
- ✚ **Schools Attuned Focus School.** A comprehensive process that strengthens educator's abilities to reach young minds-especially those who are struggling to learn-in a meaningful and lasting way. Currently, 60% of the staff is trained in Schools Attuned practices.
- ✚ **As a Product of the community,** the Principal is able to build a collaborative partnership that has a positive impact on the community.
- ✚ **The Principal's strong ties to the community** create a nurturing, compassionate, caring, and just place for all involved.
- ✚ **The Principal's Vision and Mission** have been adopted by the staff and the community.
- ✚ **The Leadership, Staff, Students and Parents** have embraced the Principal's Goals and Objectives and demonstrate this daily.
- ✚ **The Principal's open door policy** allows for productive lines of communication.
- ✚ **Our exceptional Instructional Team** (Principal, Assistant Principal, Math Specialist, Literacy Specialist, AIS, Staff Developer, SAST, SETSS, and ESL) assess outcomes, review data, group students accordingly, implement best practices, disseminate information, articulate with staff, provide professional development, provide intervention strategies that will enable students to receive additional assistance in alternative settings.

(Before/After School, Saturday Academy, Saturday Enrichment, Extended Day AIS/ESL, Push-In, Pull-Out)

- + Collaboration and Cooperative Team Teaching with members of PS256 (D75) @PS 253.**
- + Principal's Academic Honor Roll.**
- + Hiring of a full time Health Aide to assist in increasing our Attendance and Immunization rates.**
- + Clear Channels of Communication: Daily News Postings, Grade Articulation, Conferences, Core Knowledge planning sessions, Intervisitations, PS 253's Newspaper (The Vision), Monthly Calendars, Appropriate Bilingual Translations, Student Agenda Notebooks and Parent – Teacher Communications.**
- + Right Choice Behavior Modification program.**
- + Acuity training for all staff, students and parents in grades 3,4, and 5.**
- + Parent enrichment in ESL.**
- + Parents from neighboring schools have a strong desire to register their children in our school.**
- + As a NCLB receiving school, parents recognize the high standards, the levels of excellence and the high quality of education our school offers. We are committed in serving the whole child. Selection of highly qualified teachers (100% in 2010 -2011 school year) supports our high student enrollment that exceeded our projections and expectations and are meeting all state and required NCLB mandates.**
- + Parents seek our expertise in education in meeting their child's individual needs as well as addressing the differentiated needs of all our students (CTT, ELL, SETSS, Self-Contained, General Ed.) continuing to maintain high expectations and a commitment to success.**
- + The school promotes Cultural Awareness and Respect for different diversities and beliefs. (Celebrations include: Multicultural Assemblies, Hispanic Heritage, Black History, Woman's History, Chinese New Year, 100 Day Celebrations)**
- + The Staff's dedication, collaboration and professionalism are above and beyond their passion for teaching.**
- + Creation of clubs during the 37 ½ minute extended time. (Yoga, Fashion, French, Knitting, Movie Book Club, Jewelry making, Basketball, Volleyball, Cheerleading, Step, Double Dutch).**
- + We are in the process of developing a school's website which will include general information, homework policies, school calendars and upcoming events.**
- + We have received approximately 300 resumes of teachers looking to join our faculty. In addition there were 150 Open Market Hiring Transfer applications online.**
- + We are an Academic/Physical Education Attire School.**
- + Hands on Parent Teacher Association, which supports the school, the community, the students, and the staff, always encouraging parent involvement on all levels. Monthly parent calendar and weekly parent workshops.**
- + School Partnerships with the community creating opportunities to involve all parents in their child's education. Activities and Workshops include: Literacy Night, Reading Workshops, Family Movie Night, Family Math Night, Parent/Child Communication, Parenting, Nutrition, Smoking/Asthma, Parent Soul Night, Father/Daughter Dance, Parent Technology, Parent Physical Education, Family Reading Night, Mother's Day breakfast, and Parent/Health Lunch and Learns.**
- + Violin training for grade 4 and 5 students**
- + Performing Arts/Ballet Tech**

- ✚ Saturday Academy and Institute for enrichment for our level 3 and 4's. Academic Intervention on Saturday for our target population. After school program targeting our ELL population.
- ✚ Collaboration with several community based organizations, including the Police Athletic League, The Action Center for Education and Development Inc., The Addabbo Clinic, Washington Mutual, FECS, RDRC, Caribbean's Woman Health Center, Rockaway/Inwood Ministerial Coalition, TheraCare Health First, First Baptist Far Rockaway, and The Rockaway Sports Coalition.
- ✚ Recipient of several Grants: New York Academy of Medicine, Moving from Crisis to Hope, Parents as Art Partners, Ezra Jack Keats, and Teaching Tolerance Conflict Resolution.

Aids:

- ✚ PS 253's Faculty Handbook. A tool used to guide, direct, educate, and instruct all staff members on the Policies and Best Practices that the school has. Material is revised and updated as needed.
- ✚ Our Professional Development Teams provide job embedded direction to all staff members through Demonstration Lessons, Intervisitations, Study Groups, Lunch and Learns, Grade Conferences, Faculty Conferences and New Teacher Workshops. Professional Development is provided to enhance our school programs. (Balanced Literacy, Everyday Mathematics, Wilson, Schools Attuned, Voyager, E-CLAS-2, EPAL, Science, Social Studies, 37 ½ Minute Extended Day, Core Knowledge, ELL Strategies, CTT models, collaboration with the UFT Teacher Center Specialists, IEP writing, Regional Mentoring Program, and interclass visitations, in and across grades).
- ✚ Weekly 90 minute common preparation periods for grades Kindergarten, One and Two for Core Knowledge planning.
- ✚ Common Preparation Periods- All grades
- ✚ Administrative Checklists and Snapshots
- ✚ Classroom Observations
- ✚ Math and Literacy Specialists
- ✚ School Based Mentoring Program
- ✚ Instructional Team
- ✚ SAST – Student Academic support Team
- ✚ We are budgeting our money effectively, supporting our students with additional staff (ELL, AIS, and SAST) to meet the growing and diverse needs of our expanding population.
- ✚ Portfolio Assessments in Literacy, Writing, Mathematics, and Technology.
- ✚ Student Data Binders – tracking student's strengths and weaknesses and the strategies to enhance and correct them over time. (Personalized Individual Plans)
- ✚ Everyone at the school plays an intricate part in moving the school forward. Our Educational Assistants (Paraprofessionals), School Assistants (School Aides), School Based Support Team, Guidance Counselor, Related Service Providers, Parent Coordinator, School Safety Agents, School Crossing Guards, Kitchen Staff, and PTA Executive Board Members help secure a nurturing, caring, safe, and academically successful environment.

Barriers

 Our ELL population rose to 22% in the current year. Services and support staff were procured in the 2010-2011 year to ensure the continued success we have had with our ELL population.

Student Performance Trends:

In the school year 2005 – 2006 we tested only our 3rd graders. These are the results:

ELA 3rd Grade 45% Level 3 & 4
52% Level 2
3% Level 1

Math 3rd Grade 77% Level 3 & 4
23% Level 2

In the school year 2006 – 2007 we tested 3rd and 4th graders.

ELA 3rd Grade 59% Level 3 & 4
40% Level 2
1% Level 1

Math 3rd Grade 89% Level 3 & 4
11% Level 2

4th Grade 59% Level 3 & 4
39% Level 2
2% Level 1

4th Grade 85% Level 3 & 4
15% Level 2

In ELA we made a 13% increase in the Level 3&4 students. We decreased 13% of our level 2 students and we decreased 1% of our level 1 students.

In Math we made an increase of 8% in Level 3 & 4 students. We decreased 8% of our level 2 students and continued to maintain no level 1 students in mathematics.

In the 2006 – 2007 school year we also focused on our subgroup population.

In ELA 40% of our ELL students scored level 3 & 4
48% of our Hispanic population scored level 3&4

In the school year 2007 – 2008 we tested 3rd, 4th graders, and 5TH graders.

ELA 3rd Grade 56% Level 3 & 4
38% Level 2
6% Level 1

Math 3rd Grade 89% Level 3 & 4
8% Level 2
3% Level 1

4th Grade 51% Level 3 & 4
40% Level 2
9% Level 1

4th Grade 78% Level 3 & 4
18% Level 2
4% Level 1

5th Grade 66% Level 3 & 4
34% Level 2

5th Grade 84% Level 3 & 4
12% Level 2

0% Level 1

4% Level 1

In ELA we made a 2% decrease in the Level 3&4 students..

In Math we made a decrease of 3% in Level 3 & 4 students. We decreased 1% of our level 2 students.

In the school year 2008 – 2009 we tested 3rd, 4th graders, and 5TH graders.

**ELA 3rd Grade 54% Level 3 & 4
38% Level 2
8% Level 1**

**Math 3rd Grade 86% Level 3 & 4
12% Level 2
1% Level 1**

**4th Grade 64% Level 3 & 4
32% Level 2
4% Level 1**

**4th Grade 86% Level 3 & 4
10% Level 2
3%Level 1**

**5th Grade 59% Level 3 & 4
41% Level 2
0% Level 1**

**5th Grade 77% Level 3 & 4
20% Level 2
3% Level 1**

In ELA we made a 2% increase in the Level 3&4 students..

In Math we made a increase of 1% in Level 3 & 4 students. We decreased 1% of our level 2 students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1) Staff members will receive 90 minutes of Professional Development per week. Our goal is to target specific needs of the students, teachers and the school community. By June, staff members will have received 60 hours of Professional development.

- 100% of teachers will engage in ongoing professional development focusing on differentiated instruction that addresses the needs of all students. Included in this focus will be students with IEP's, ELL students, boys and girls learning styles and teaching students who function on different levels.
- 100% of all classroom teachers will demonstrate differentiated instruction strategies in observed lessons, both formal and informal, walkthroughs, planning, and each individual students data binders.
- All classrooms will reflect resources that promote and support differentiated learning, as measured by the daily snapshot and articulation during study groups.

2) To increase the number of classroom teachers participating in The Inquiry Team to 100% in the school with a focus on ELA.

- For 2010-2011, we want to expand the inquiry work by engaging all classroom teachers in the inquiry team process using ELA as a professional development focus, allowing teachers to expand the process by incorporating Core Knowledge content areas (science and social studies) in a thematic approach to planning and accountability.
- Inquiry Teams will also focus on classroom management issues, special education, differentiated instruction, writing literacy, technology, and English Language Learners.

3) To implement Core Knowledge curriculum in all grades PreKindergarten – Grade 5 in Literacy, Mathematics, Science, Social Studies, Music and Art.

To implement Core Knowledge curriculum in all Grade starting in September 2010 in Science and Social Studies.

- 100% of classes on designated grade levels and designated content areas will participate in the Core Knowledge Instructional program.
- Weekly assessments created cooperatively by the Core participants and Core Knowledge Coordinator to assess student growth.
- Engage each grade level, (PreK – Grade 5) in curriculum mapping effort to horizontally and vertically align curriculum in ELA, Math, Science, Social Studies, Art and Technology

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **Differentiated Instruction**
All Core Subjects

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Staff members will receive 90 minutes of Professional Development per week. Our goal is to target specific needs of the students, teachers and the school community. By June, staff members will have received 60 hours of Professional development.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1) All new teachers to the PS 253Q community will receive ongoing professional development in the form of New Teacher workshops weekly. 2) Grade 3, 4 and 5 staff members will receive ongoing professional development in acuity training, utilizing performance based data to create and drive instruction. 3) Grades PreK - 5 staff members will receive ongoing professional development in Core Knowledge. 4) Student portfolios in Literacy, Mathematics, and Writing will be maintained monthly. 5) All teachers will receive Professional Development in the use of the ARIS system. 6) The following staff will meet with the teachers: Administration, Math and Literacy specialists, Academic Intervention Services, Early Intervention specialists, ESL, Core Knowledge Coordinator and Grade liaisons. These support personnel (The Professional Learning Team) will train and monitor staff, thus creating learning communities in regards to how their data from Periodic Assessments/Classroom Assessments, Predictive, and Diagnostic (ITA) assessments should design/determine targeted lesson planning for students. 7) Provide Professional Development in enhancing the analysis of data to determine how students are performing by gender within each sub-group. 8) Work with the Data Specialist to deepen staff awareness and understanding of all relevant school data/ both hard and soft. 9) Common Prep periods school wide, Lunch and Learns, Grade conferences, faculty conferences, New Teacher workshops, Intervisitations (class, Grade and Schools), study groups. 10) Share student goals and interim steps with parents in order to enable them to support their children’s learning at home.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funded Personnel include: Math and Literacy Specialists, AIS, and Core Knowledge Facilitator</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Minutes from Professional Development meetings, study groups and lunch and learns. The schools website will include best practices used on all grades to assist parents in assisting their children, thus increasing our learning community to include the parents. 2. Case studies done on each grade level. 3. Observations and snapshots. 4. Collection of Student work on a regular basis. 5. Data binders which will include student progress or areas of improvement of the students with an emphasis on the inquiry teams work in the strategies and best practices to promote success. 6. Next steps and reflections

Subject/Area (where relevant): Core Knowledge
Social Studies, Science, Music, and
Art

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To develop a coherent Core Knowledge curriculum across all grades.</p> <p>To implement Core Knowledge curriculum in grades PreKindergarten – Grade 5 in Literacy, Mathematics, Science, Social Studies, Music and Art.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Engage each grade level, (PreK – Grade 5) in curriculum mapping effort to horizontally and vertically align curriculum in ELA, Math, Science, Social Studies, Art and Technology.</p> <ol style="list-style-type: none"> 1. Teachers will meet weekly for a 90 minute planning session as grades with the Core Knowledge Coordinator to begin unit (lesson) planning. 2. The schedule will have common preparation periods for a 90 minute block. 3. Clusters and OTPS teachers will also have a 90 minute block of planning time. The Core Knowledge Coordinator will align cluster programs with the curriculum. Clusters will also be included in planning sessions with grade planning as needed. <p>The budget will be used to hire a Core Knowledge Coordinator, as well as to purchase instructional materials to enhance student achievement.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ○ 100% of classes on designated grade levels and designated content areas will participate in the Core Knowledge Instructional program. ○ Weekly assessments created cooperatively by the Core participants and Core Knowledge Coordinator to assess student growth. ○ Engage each grade level, (PreK – Grade 5) in curriculum mapping effort to horizontally and vertically align curriculum in ELA, Math, Science, Social Studies, Art and Technology
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>. Aligned curriculum planning, at each grade level is shared and posted school wide to teachers, parents, students. Technology will be used to include Themes and Units on our schools web site to further assist and enhance the Core Knowledge curriculum.</p> <p>2. Teacher observations, snapshots, checklists will be used to monitor evidence of the curriculum being implemented.</p> <p>3. Curriculum maps and thematic units will be shared with parents in monthly newsletters and on the schools web site.</p> <p>4. Additional information will be uploaded to ARIS so parents can view their child’s course of study and progress, if applicable.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM
New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	17	15	N/A	N/A	1	0	0	8
1	15	15	N/A	N/A	0	0	2	7
2	23	21	N/A	N/A	3	1	1	2
3	21	20	N/A	N/A	4	1	0	7
4	30	25	25	15	6	1	2	4
5	22	20	20	37	4	0	0	8
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>The AIS providers meet with individual students on a weekly basis during the school day and reinforce the strategies outlined in the Foundations Program, Wilson Program, and Voyager Program. Our 2-5 grade students are invited to attend Saturday Academy/Enrichment programs and work collaboratively in small groups using a multitude of resources that range from authentic literature to Test Sophistication. In addition, the 37 ½ minute extended time program allows teachers to meet the needs of our level 1 and 2 students with supplemental grade appropriate tasks in a tutorial setting. Our ELL's also receive services with "English on Our Way" material after school in small groups. During the school day, students receive differentiated instruction in guided reading/writing groups and center activities</p>
<p>Mathematics:</p>	<p>Mathematics intervention is provided to all level 1 and 2 students. The strategies include the use of the NYS Mathematic Standards aligned with Math Steps and Kaplan. These services are provided through small group instruction, one to one peer tutoring during the school day, after school and the Saturday Program.</p>
<p>Science:</p>	<p>Harcourt Science Program (Alternate Lessons Companion) small group instruction daily. Measuring UP/NYState Coach (1 to 1 tutoring) before and after school. Extracurricular Hands-on lessons (small group instruction) Saturday program. Test sophistication (small group instruction) during the day.</p>
<p>Social Studies:</p>	<p>During the school day, students work in small group centers to support the knowledge they obtain from the topics studied in the scope and sequence. The Core Knowledge Curriculum in grades K-2 provides the framework for Social Studies to be incorporated across subject areas. The upper grades support personnel work with students individually and in small groups using the Social Studies: New York City series. At risk students receive intervention during the 37 ½ minute tutorial and Saturday Academy/Institute.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Students receive guidance at-risk services consisting of: individual and group counseling to address personal issues, peer conflicts, academic issues, outside referrals, administration for children services intervention, foster agencies/family issues. Service is provided during the school day as needed.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school Psychologist is available to provide pre-referral or crisis-oriented behavioral guidance to students experiencing emotionally stressful circumstances or presenting classroom behavioral difficulties, after parent consent.</p>

At-risk Services Provided by the Social Worker:	At risk Counseling for high risk students. Behaviors included: not following rules, disruptive behavior, mental health issues, community referrals, support services for staff & students, counseling needs to be approved by parent and be in group or on an individual basis.
At-risk Health-related Services:	At risk individual and group counseling to address: specific hygiene issues, health related concerns,, environmental infestation, medication, (home and/or school) previous or upcoming hospitalation, abuse issues, transportation safety, nutrition and suicide intervention. Service is provided during the school day, as needed

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.



New York City Department of Education

Implementing Recommendation IV
Grades K-8 LANGUAGE ALLOCATION POLICY WORKSHEET

I. Language Allocation Policy Team Composition									
5	P.S.253Q								
Region	School								
Robin Johnson	Fred Iorio	Ms.Meeks	Jean Marie Fougere	William Eastadt					
Principal	Assistant Principal Glenda Miller	Guidance Counselor	Parent Coordinator Dione Williams	UFT Chapter Leader					
Annie Dindial		Ms. Vargas		Ms. Aponte					
Literacy Coach	Math Coach	Bilingual teacher	AIS Teacher	Teacher					
Candra Sutherland	Ilene Pollack	Giselle Ruiz	Cyd Disler	Ms. Rodriguez					
SETTS	Guidance Counselor	ESL Teacher	ESL Teacher	Teacher					
II. Current ELL Instructional Program (check all that apply)									
Transitional Bilingual (TBE)	<input type="radio"/> Dual Language (DL)	<input checked="" type="checkbox"/> English as a Second Language (ESL)							
III. Student Demographics									
Total Number of ELLs:	112	Percent of Student Population:	20%						
NUMBER OF STUDENTS BY GRADE IN EACH LANGUAGE GROUP									
	K	1	2	3	4	5	6	7	8

Spanish	11	21	18	19	26	5	NA	NA	NA
Chinese	1	0	0	0	0	0	NA	NA	NA
Russian	0	0	0	0	0	0	NA	NA	NA
Bengali	0	0	0	0	0	0	NA	NA	NA
Urdu	0	0	0	0	0	0	NA	NA	NA
Arabic	0	0	0	0	0	0	NA	NA	NA
Haitian Creole	0	1	0	0	0	0	NA	NA	NA
French	0	0	0	0	0	0	NA	NA	NA
Korean	0	0	0	0	0	0	NA	NA	NA
Punjabi	0	1	0	0	0	1	NA	NA	NA
Polish	0	0	0	1	0	0	NA	NA	NA
Albanian	0	1	0	2	0	0	NA	NA	NA
Other	0	1	1	0	0	0	NA	NA	NA
Other	0	0	0	0	0	0	NA	NA	NA
Other	0	0	0	0	0	0	NA	NA	NA

IV. Parent Choice (review the Parent Survey and Program Selection forms)

1. After reviewing the Parent Survey and Program Selection forms for the past few years, What

(10)

After reviewing the Parent Surveys and Program Selection forms, 10 of the parents

responded that they wanted ESL as their first choice .One parent listed a Transitional Bilingual program .Last year,10 parents responded that they wanted an ESL program as their first choice. In 2008, one parent responded that they wanted a dual language program and another parent wanted a transitional bilingual program. In 2007, 11 parents chose the ESL program for their children. (In 2005, 2 parents showed interest in a Dual Language Program

2. Are the programs offered at your school aligned with what parents have been requesting? If no, why not?
Yes. The program offered at our school is aligned with parent requests. However, further
efforts are being made to bring the school into alignment by continuing to educate parents
about their choices. Parent meetings, PTA meetings, translated notices, translated
calendars and translators are ways that we are assisting the ELL parents.

V. Assessment Analysis

Analysis of LAB-R/or NYSESLAT results for the school *(use ATS Roster exam report for your school for this information)*

	K	1	2	3	4	5
Number of those scoring at the Beginners (B) level:	6	20	8	8	2	0
Number of those scoring at the Intermediate (I) level:	6	2	8	9	11	1
Number of those scoring at the Advanced (A) level:	0	3	3	5	13	5

1. Examine students' results in the four modalities (listening, speaking, reading and writing). What are the patterns across proficiency levels and grades?

Beginning and Intermediate level students performed higher on the listening and speaking subtests than they did on the reading and writing subtests. Students in the advanced level also show the same pattern. Grade 4 and 5 have more advanced level students than other grades.

Kindergarten and first grade have the mostly beginning and intermediate level students.

Grade 2 has the highest level of intermediate level ELLs

2. What are the implications for the school's LAP and instruction?

The implications for the LAP and instruction include more concept development using listening and speaking skills with some reading and writing skills development for Kindergarten and first grade. In grades 2-4, our efforts should concentrate on reading and writing skills as a way of teaching content area concepts, vocabulary, and English grammar syntax. Visual materials(pictures, picture cards, picture dictionaries, experience charts,

realia and semantic maps), scaffolding learning, dramatization and development of background knowledge and vocabulary are instructional practices that are essential to support the four modalities.

CONTENT AREA GRADES K-8 (ASSISTANT PRINCIPALS REVIEW THE DATA WITH APPROPRIATE STAFF)		
Assessments	Level	
Math Citywide Grade 3	B	i. How are ELLs performing in the targeted content area?
		ii. What are the implications for the LAP instruction?
	B	i. Lack reasoning, problem solving, measurement skills
		ii. Small group instruction focusing on solving real life math problems and higher order thinking skills.
	I	i. Same as beginners.
		ii. "
	A	i. "
		ii. "
	Math NY State Grade 4	B
ii. Advance work in whole numbers, fractions, decimals, estimation, probability.		
I		i. Same as beginners.
		ii. "
		i. "

	A	ii.	"
Math Citywide Grade 5	B	i.	Lack proficiency in reasoning, fractions, probability and decimals
		ii.	
	I	i.	Same as beginners
		ii.	
	A	i.	Same as beginners
		ii.	NA
Math NYC Interim Assessments Grade 3	B	i.	Overall scored 10-15% better in Dec than Oct, but on average most scored below 70%.(Level 1)
		ii.	All areas need to be reinforced.
	I	i.	Overall scored 10-15% better in Dec than Oct, but on average most scored below 70%.(Level 1)
		ii.	All areas need to be reinforced
	A	i.	Overall scored 10-15% better in Dec than Oct, but on average most scored below 70%. Or level 1
		ii.	All areas need to be reinforced
Math NYC Interim Assessments Grade 4	B	i.	Most scored between the 20 – 65 %
		ii.	All areas need to be reinforced
	I	i.	Most scored between 20 - 65%
		ii.	All areas need to be reinforced
	A	i.	Overall scored level 2
		ii.	All areas need to be reinforced
Math NYC Interim Assessments Grade 5	B	i.	Most scored between 45and 75%
		ii.	All areas need to be reinforced
	I	i.	
		ii.	All areas need to be reinforced
	A	i.	Most scored between 55 and 70%
		ii.	All areas need to be reinforced

Science NY State Assessment Grade 4	B	i. Difficulty reading directions and related written material, science related vocabulary.
		ii. Use ESL methodology to improve reading and vocabulary in the content area of science, improve use of SCIS kits, staff development in strategies to enhance the teaching of science.
	I	i. "
		ii. "
	A	i. "
		ii. "
English ECLAS 2 Grade K	B	i. Performing below English speaking students in all strands.
		ii. Immersion in Phonemic Awareness & Phonics Instruction.
	I	i. 70-95% mastery of Phonics Strands, except for decoding
		ii. "
	A	i. 61% have mastered the Emergent Reader activity.
		i. Continue providing print rich literature.
English ECLAS 2 Grade 1	B	i. 10 students mastered level 1-Initial consonants; the other students did poorly in the remaining Phonemic Awareness Strands.
		ii. Immersion in oral expression and print.
	I	i. 78% had difficulty with the Spelling Strand
		i. Guided and model writing activities.
	A	i. 50% were unable to master Listening Comprehension, Writing Development or Writing Expression.
		ii. Instruction in listening and writing.
English ECLAS 2 Grade 2	B	i. They exhibited difficulty with Rhyme Generation
		ii. small group instruction on rhyming
	I	i. 50% were decoding on a first grade level
		i. Small group instruction on decoding skills
	A	i. "
		ii. "
English ECLAS 2 Grade 3	B	i. Lack proficiency in all strands
		ii. Immerse in phonetic and phonemic instruction.
	I	i. "
		ii. lack of proficiency in all strands

	A	i.	
	A	ii.	Lack of proficiency in all strands
English	B	i.	level 1
Citywide ELA Grade 3	B	i.	ESL methodologies to help meet standards
	I	i.	- "
		ii.	
	A	i.	ESL methodologies to meet standards
A	ii.		
English	B	i.	ESL methodologies to meet standards
NY State English Language Arts (ELA) Grade 4	B	ii.	
	I	i.	33% SCORED LEVEL 2
		ii.	ESL methodologies to help meet standards
	A	i.	
ii.			
English	B	i.	
Citywide ELA Grade 5	B	i.	
	I	i.	
		ii.	
	A	i.	70% scored Level2
ii.			

English NYC Interim Assessments Grade 3	B	i.	Scored below 70%
		ii.	Immersion in phonics and print rich literature at appropriate reading levels.
	I	i.	Scored below 70%
		ii.	
A	iii.	Immersion in phonics and print rich literature at appropriate reading levels.	
	i.	Scored between 70 & 95%	
A	ii.	Use high interest, leveled literature in fiction, non-fiction, & content areas	
English	B	i.	Scored below 70%
NYC Interim		ii.	
		iii.	Immersion in phonics and print rich literature at

Assessments Grade 4	I	i.	appropriate reading levels.
		ii.	Scored below 70%
		iii.	Immersion in phonics and print rich literature at appropriate reading levels.
	A	i.	Scored between 70 & 95%
ii.		Use high interest, leveled literature in fiction, non-fiction, & content areas	
English NYC Interim Assessments Grade 5	B	i.	Scored below 70%
		ii.	Immersion in phonics and print rich environment at appropriate reading levels.
	I	i.	Scored below 70%
		ii.	Immersion in phonics and print rich literature at appropriate reading levels
	A	i.	Scored between 70 & 95%
		ii.	Use high interest,,leveled literature in fiction,non-fiction& content areas
Native Language	B	i.	.
		ii.	
Spanish Lab Grade K	I	i.	
		ii.	
	A	i.	N/A
		ii.	
Native Language	B	i.	
		ii.	
Spanish Lab Grade 1	I	i.	
		ii.	N/A
	A	i.	
		ii.	N/A
Spanish Lab Grade 2	B	i.	
		ii.	
	I	i.	
		ii.	
	A	i.	
		ii.	

Native Language	B	i.
		ii.
Spanish Lab Grade 3	I	i. NA
		ii.
	A	i. NA
		ii.
Native Language	B	i.
		ii.
Spanish Lab Grade 4	I	i.
		ii.
	A	i.
		ii.
Native Language	B	i.
		ii.
Spanish Lab Grade 5	I	i.
		ii.
	A	i.
		ii.
Native Language El Sistema de Observación de la Lecto-escritura (EL SOL) Grade K	B	i. NA
		ii.
	I	i. N/A
		ii.
A	i. N/A	
	ii.	
Native Language El Sistema de Observación de la Lecto-escritura (EL SOL) Grade 1	B	i.
		ii.
	I	i. NA
		ii.
A	i. NA	
	ii.	
Native		i.

Language El Sistema de Observación de la Lecto-escritura (EL SOL) Grade 2	B	ii.	NA
		i.	
	I	ii.	NA
		i.	
	A	ii.	NA
		i.	
Native Language El Sistema de Observación de la Lecto-escritura (EL SOL) Grade 3	B	i.	
		ii.	
	I	i.	NA
		ii.	
	A	i.	NA
		ii.	
Native Language El Examen de Lectura en Español (ELE) Grade 3	B	i.	NA
		ii.	NA
	I	i.	NA
		ii.	
	A	i.	NA
		ii.	
NY State Alternative Assessment (NYSAA)	B	i.	N/A
		ii.	NA
	I	i.	NA
		ii.	NA
	A	i.	NA
		ii.	NA
VI. Instructional Program Component for ELL's, grades K-8			
	B	I	A
FOR ALL PROGRAMS			
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			180 minutes

<i>all</i> ELLs as required under CR Part 154			per week
FOR TBE/DL PROGRAMS			
Native Language Arts	○ 90 minutes daily		45 minutes daily

VII. Program Model Descriptions

Based on your school analysis:

- i. Describe each program model (TBE,DL,ESL) and
- ii. For each program model, articulate the LAP

PROGRAM MODEL DESCRIPTION FOR ESL PUSH-IN/PULL-OUT MODEL

P.S. 253 is a new school that opened in September 2004. It goes from Pre-Kindergarten to Grade 5. 112 children are ELL's 20% there are 100 Spanish speaking children. 3 children speak Albanian, 1 Haitian Creole, 1 Polish speaking child, 1 Chinese speaking student and 2 speaks Punjabi and 2 other. Of those, 12 are in Kindergarten. 26 are in the first grade. 19 ELL's are in Grade 2 and 21 ELL's are in Grade 3. There are 26 ELL's in Grade 4 and 6 in Grade 5. Presently, we have 1 state certified ESL teacher and 2 pending state certification. We are in need of another teacher due to our increasing population of ELL's.

Our ESL program services students from Kindergarten to Grade 5 in both the pull- out and push in models. The ESL instructional program focuses on the four modalities (listening, speaking, reading and writing) as a way to develop content area concepts and vocabulary. The New York State English as a Second Language Standards as well as NYS Standards in Literacy (ELA), Math, Science and Social Studies play an important role in this program. Students are grouped by language proficiency, age and grade level so that instruction is based on the needs of the students and their developmental level. Beginners receive 360 minutes of ESL per week and advanced level students receive 180 minutes per week. ESL methodologies and strategies are incorporated into content areas in order to support ELL's. Additionally, hands-on materials, realia pictures, charts, songs, On Our Way to English, poems, center activities, overhead projectors, CDs tape recordings and classroom libraries are instructional materials used to assist ELL's in learning English.

Academic rigor as per Part 154 objectives and goals is the primary focus to ensure that all ELL students advance in an effective and expeditious manner, within the language development modalities. This will be measured by portfolio and binder assessments, NYSESLAT, LAB-R, E-CLAS, E-PAL, ELA, State Math and Science tests, teacher made assessments and interim assessments. Periodically, they are reviewed and instruction is evaluated to meet the needs of each child.

ARTICULATION OF THE LAP

The LAP committee meets on a monthly basis and discusses issues pertaining to ELLs. A new ESL teacher has been added to our staff to work with ELL's in Kindergarten to Grade 2. The second ESL teacher provides push-in/ pull-out services to Grades 3-5.

A Dual Language program has been discussed to provide English and Spanish language instruction to English and Spanish proficient children. However, more efforts must be made within the community to make parents aware of the benefits of such a program. More meetings, discussion groups and study groups need to be formed to further investigate a Dual Language program at our school.

Thirdly, academic rigor helps drive instruction. Assessment and test scores are reviewed periodically so that instruction can be differentiated for each child. In this way, they will meet NYS standards.

Finally, P.S. 253 has "high quality teachers" (LAP Principle 8). Our teachers are NYS certified. Ongoing staff development provides teachers with current research so that ELL children will have a high quality education.

Implications for the Instructional Program:

Saturday programs and after school programs (3:30- 5:00pm) help ELL's practice science and math concepts and apply what they have learned in the classroom. They have an opportunity to increase their content area vocabulary and improve their literacy skills.

In addition, ESL teachers support ELL's in the classroom and classroom teachers, coaches and out of classroom staff who work with ELL's. Modeling ESL strategies and methodologies, providing workshops and staff development are just some ways we are striving to help ELL's at our school.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) K - 5

Number of Students to be served: 112

Number of Teachers: 2
ESL certification

Other Staff (Specify): 2 teachers in process of obtain

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 253 is a new school that opened in September 2004. It goes from Pre-Kindergarten to Grade 5. 112 children are ELL's 20% there are 100 Spanish speaking children. 3 children speak Albanian, 1 Haitian Creole, 1 Polish speaking child, 1 Chinese speaking student and 2 speaks Punjabi and 2 other. Of those, 12 are in Kindergarten. 26 are in the first grade. 19 ELL's are in Grade 2 and 21 ELL's are in Grade 3. There are 26 ELL's in Grade 4 and 6 in Grade 5. Presently, we have 1 state certified ESL teacher and 2 pending state certification. We are in need of another teacher due to our increasing population of ELL's.

Our ESL program services students from Kindergarten to Grade 5 in both the pull- out and push in models. The ESL instructional program focuses on the four modalities (listening, speaking, reading and writing) as a way to develop content area concepts and vocabulary. The New York State English as a Second Language Standards as well as NYS Standards in Literacy (ELA), Math, Science and Social Studies play an important role in this program. Students are grouped by language proficiency, age and grade level so that instruction is based on the needs of the students and their developmental level. Beginners receive 360 minutes of ESL per week and advanced level students receive 180 minutes per week. ESL methodologies and strategies are incorporated into content areas in order to support ELL's. Additionally, hands-on materials, realia pictures, charts, songs, On Our Way to English, poems, center activities, overhead projectors, CDs tape recordings and classroom libraries are instructional materials used to assist ELL's in learning English.

Academic rigor as per Part 154 objectives and goals is the primary focus to ensure that all ELL students advance in an effective and expeditious manner, within the language development modalities. This will be measured by portfolio and binder assessments, NYSESLAT,

LAB-R, E-CLAS, E-PAL, ELA, State Math and Science tests, teacher made assessments and interim assessments. Periodically, they are reviewed and instruction is evaluated to meet the needs of each child.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

- **During the 2009-2010 school year an inquiry team for ELL teacher was developed. ELL teachers meet 2 times a week for 35 minutes to discuss ELL students and develop new curricula. Teacher express concerns and wants for their students.**
- **The school also provides in house professional development which is either given by the ESL teacher or an outside advisor.**
- **Throughout the school year teachers are also sent out of the building to various district wide and city wide meetings concerning ELL curriculum.**

Section III. Title III Budget

School: P.S.253Q BEDS Code: _____

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) - Per session - Per diem	\$15,120	Throughout the school year the school hosts a variety of enrichment programs for the ELL’s such as Saturday enrichment, after school clubs and extra curricular morning activities. General education, Special Education and ESL teachers are assigned to such positions. Given 200 hours of per session at \$42.50 an hour = \$8,500.00
Purchased services - High quality staff and curriculum development contracts.	\$ 2,225	Throughout the school year teachers are sent to various locations to receive professional development instruction. We also have consultants come into the building as a form of professional development.
Supplies and materials	\$3,296	Books on tape, Saddlier grammar and reading instructional

<ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 		material, centers, book bins, pencils, paper, leveled libraries, picture cards.
Educational Software (Object Code 199)	\$5,246	
Travel	0	
Other	0	
TOTAL	\$25,887	

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

SCHOOL: 27Q253 BEDS CODE: 34700010253

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 		(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional 		(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)

materials. Must be clearly listed.		
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL	\$ Not Available at this time	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.

PS 253 Q is made up of 53% English speaking and 47% Spanish speaking students. All communications to parents are translated in their home languages by support personnel who read, write and speak the appropriate languages.

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

According to the needs assessment findings, language concerns of the previous and current year in terms of hiring practices were resolved by selecting staff based on certification and language proficiency in both English and Spanish. As a result, staff members are available for translation and interpretation services at our school. This practice has enabled parent involvement in our school to increase tremendously. Our findings were reported to the school community through Parent Teacher conferences, grade conferences and staff faculty conferences.

Part B: Strategies and Activities

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

All written communication that needs to be disseminated to the parents and community is done either by the translation from the department of Education web site or in-house translation by staff members. Communications at PTA meetings are done by our bi-lingual parents or staff that attend these meetings. All parents are informed in their native language so that all parents are part of the school community.

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

Oral and written translation services are provided by in-house personnel. 30% of our staff are bi-lingual and can meet the needs of the students, parents and community.

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>.

Each month, training will be provided by the ESL teacher. It will help monolingual classroom teachers who work with ELL students. Topics will include definitions (ELL, NYSESLAT, LAB-R, HLIS), the four stages of language acquisition, optimal conditions for language learning, ESL classroom strategies for ELL students, and ESL approaches (Natural Approach, CALLA, LEA, Total Physical Response, and Q-Tel). This staff Development will start in September 2010 and end June 2011.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		\$8	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,961		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19,807	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$TBD	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School Parental Involvement Policy

PS 253 Q agrees to implement the following statutory requirements:

09/2010

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;

- that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. PS 253Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Outreach to Parents during Meet the Teacher Night, PTA Meetings, and Parent Teacher Nights. In addition the executive board, Administration, staff and Parent coordinator will discuss and develop plans to improve parental involvement.
 2. PS 253Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: Parents at PTA meetings will share their concerns with the SLT members, who then will discuss the school review and improvement strategies. The team will discuss, have consensus and then implement the strategies to ensure that all reviews and improvements are addressed.
 3. PS 253Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: Parents at PTA meetings will share their concerns with the SLT members, who then will discuss the school review and improvement strategies. The team will discuss, have consensus and then implement the strategies to ensure that all reviews and improvements are addressed. Planning and implementing all necessary concerns of performance will also be implemented by administration, staff, parents and community.
 4. PS 253Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Parents as Art Partner Grant, Teaching Tolerance Grant and Academy of Medicine Grant.
 5. PS 253Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Parents will be surveyed by the SLT. Their needs and disadvantages will be addressed to ensure that the students are receiving the best academic, social, and emotional programs the school can offer. In addition the Parent Coordinator will address certain needs of the parents, and also discuss them with the SLT and PTA meetings to offer suggestions and alternatives to any problem, hardship, or needs that any parent or student has.
 6. PS 253Q will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 7. Regularly scheduled Parent Workshops will be provided for all parents, to develop knowledge, instructional programs, and assessments for city and state standards, Chancellor’s Promotional Policy, E-Clas-2, Student Code of Behavior and The Citywide Standards of Discipline and Intervention Measures.
 8. Parents will be notified through a monthly calendar, letters, flyers, as to the date and time of meetings and workshops to address the implementation of instructional programs, school events, school closings, NYCDOE testing dates etc.

9. Parents and P.S. 253Q will share responsibility for student performance through P.T.A. Meetings, Parent/Teacher Conferences, School Leadership Team Meetings, and ongoing parent/school communications.
10. Parent involvement will occur through attendance at Annual Back to School Night to present and discuss curriculum expectations, assembly programs, and parent volunteers for the classroom, cafeteria, library, PTA meetings, fundraising events, and outreach by the Parent Coordinator.
11. Meetings are scheduled at various times during and after the school day to accommodate parents.
12. P.S. 253Q is a School Wide Program School which supports and encourages Parent Involvement.
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
13. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Parents at PTA meetings will share their concerns with the SLT members, who then will discuss the school review and improvement strategies. The team will discuss, have consensus and then implement the strategies to ensure that all reviews and improvements are addressed. Planning and implementing all necessary concerns of performance will also be implemented by administration, staff, parents and community.
 - a. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: PS 253 Q follows the Basic School philosophy which basically states that Staff, Parents, and the Community are Partners. Outreach by the administration, Parent Coordinator, PTA Executive board, PTA members, Parents (Learning Leaders, and volunteers), PPT members, and all stakeholders will articulate the needs of all and implement the appropriate strategies to excite and bring to the school all workshops, conferences and basically all unifying components to ensure Parent education and participation.
14. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Parents as Art Partner Grant, Teaching Tolerance Grant and Academy of Medicine Grant.

- a. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: All communication from the school is sent out in English and Spanish. Twenty five percent of the staff is bilingual and the staff assists in communicating with all parents of diverse backgrounds. In addition Staff volunteers to attend PTA meetings and SLT meetings to ensure translation to all.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by PTA meeting held on June 18, 2010. This policy was adopted by the PS 253Q on 6/28/ 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 29, 2010.

School Parent Compact 2009 - 2010

1. Regularly scheduled Parent Workshops will be provided for all parents, to develop knowledge, instructional programs, and assessments for city and state standards, Chancellor's Promotional Policy, E-Clas-2, Student Code of Behavior and The Citywide Standards of Discipline and Intervention Measures.
2. Parents will be notified through a monthly calendar, letters, flyers, as to the date and time of meetings and workshops to address the implementation of instructional programs, school events, school closings, NYCDOE testing dates etc.
3. Parents and P.S. 253Q will share responsibility for student performance through P.T.A. Meetings, Parent/Teacher Conferences, School Leadership Team Meetings, and ongoing parent/school communications.

4. Parent involvement will occur through attendance at Annual Back to School Night to present and discuss curriculum expectations, assembly programs, parent volunteers for the classroom, cafeteria, library, PTA meetings, fundraising events, and outreach by the Parent Coordinator.
5. Meetings are scheduled at various times during and after the school day to accommodate parents.
6. P.S. 253Q is a School Wide Program School which supports and encourages Parent Involvement.

School Responsibilities

PS 253Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.]
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: [Describe when the parent-teacher conferences will be held.]
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Describe when and how the school will provide reports to parents.]
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [Describe when and how parents may volunteer, participate, and observe classroom activities.]
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Robin L. Johnson/Principal

Maria Rosario/ PTA President

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Needs Assessment Pages 10 – 14.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

PS 253 took a continuous improvement, data driven approach to improving student performance, using portfolio assessment, ECLAS and EPAL results, 3rd, 4th and 5th grade formal assessments in ELA and mathematics, monthly informal assessment, and other indicators to identify and address student strengths and weaknesses to target areas for growth on a continuous basis. Ongoing assessment was both formal and informal. Aris and Acuity Assessments were also used in this approach.

Current strategies for improving instruction and student performance in English Language Arts include the implementation of the Balanced Literacy Approach which consists of: independent/paired reading, shared reading, guided reading, literacy centers, literacy circles, mini lessons, phonetic awareness, writer's workshop, interactive read alouds, word study, and teacher/student reading and writing conferences. This approach will be continued in the 2010-2011 school year and will be implemented during a 135 minute instructional reading block for grades K-5. Classroom libraries, small class size, academic support personnel in the classroom, and Literacy specialist will further support literacy instruction.

Currently grades (K-5) are using Everyday Mathematics as the primary vehicle for math instruction in the school. This instructional program, implemented during a 75-minute math block for grades K-5 will be continued in the 2010-2011 school year. Our math specialist will support the effective implementation of the program through focused, on-site math staff development.

Our Science Program for the 2010-2011 school year will be aligned with the State and City Science Standards. Two full time Science clusters will service grades Pre-K-5 and focus on hands-on activities, questioning, thinking, problem solving, applying scientific method, and active application of science relating to real world issues. We have a state of the art science lab that will support our focus. Teachers are encouraged to integrate science with literature and mathematics.

Social Studies instruction has been aligned with the New York State Curriculum for Social Studies and is supported by our Social studies cluster as well as all classroom teachers. All classrooms have globes, maps and resource material to supplement instruction. To provide students with a higher level of understanding of basic concepts, the primary focus of the social studies program will be on authentic research. Every student

including special education students and English Language Learners will be involved in research projects throughout the year. Teachers are encouraged to integrate social studies with literature and the arts.

Technology is infused into all curricular areas through the use of (2) in classroom computers, a state of the art Computer Lab and Computer Media Center. An ongoing goal is to further the integration of technology into classroom instruction. Students maintain file folders of original and creative writing. Internet access gives students the opportunity to increase the scope of research projects. Students have multiple opportunities to use technology to demonstrate and support their learning.

Academic Intervention Services are provided to meet the needs of all students who require additional assistance in all academic areas. The school will be implementing the following AIS services: an Saturday school literacy program will be offered to all students from 8:30 to 11:30pm. Teachers will work with students in small group settings. They will share literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skills purposes. All participating students in grade 2-5, including ELL's and Special Education students, will be grouped based on their need for additional instruction to improve literacy skills. Our AIS programs will incorporate the Wilson and Foundation programs. A Saturday Academy Enrichment program of grades 2, 3, 4, and 5 will enable students to enhance, enrich, and extend literacy and mathematics strategies acquired during the daily and after school programs. Students will develop in-depth content knowledge that is inquiry-based around topics being taught throughout their entire instructional program.

Our 37 ½ minute extended time program incorporated all mandated students. In addition we mandated all students in grades 1-5, regardless of levels in the program. We grouped students according to grade level and ability. We targeted all levels of students keeping our small group instruction to a maximum of 5 students. This enabled our teachers to focus on student weaknesses as well as strengths. Professional Development was provided to ensure teacher articulation amongst each other. We focused on intervention prevention as well as enrichment. This allowed staff to address all student needs including test preparation.

At PS 253 we recognize that families and community members are a vital part of all students' academic and social success, and consider family an essential ingredient for a successful educational program. To ensure a successful partnership between the school and the community we use the practices outlined in the "Basic School" (A model for a community for learning). The Basic School focuses on a shared vision, teachers as leaders, the school as a community (parents as partners), a curriculum with coherence, a climate for learning and a commitment to character. This philosophy has had positive effects on the school and its community. Parent involvement has continuously increased since the beginning of the 2004 school year.

3. Instruction by highly qualified staff.

Wherever possible all recruited teachers will be appropriately certified. Where they are not we are monitoring their progress through Principal counseling, administrator support and Teacher Center technical assistance. To date, 100% of the PS 253 staff members are certified; 45% have more than five years teaching; 77% have a masters degree or higher. The administration attends NYCDOE/Regional Hiring Hall events to interview/recruit teachers as candidates. All recruited teachers will be certified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Through the extended day professional development afforded by the UFT contract, the school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Tenured and untenured staff participates in study groups, grade conferences and faculty conferences. Untenured and new teachers participate in new teacher workshops, inter-visitations, peer observations, snapshots and informal observations are pivotal professional development tools. The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Principals in collaboration with the Regional Operation Centers' Personnel Manager and Liaisons will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principals in collaboration with the Regional Operation Centers' Personnel Manager and Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities. The PS 253 administration attends NYCDOE/Regional Hiring Hall events to interview/recruit teachers. In addition, potential candidates may be recruited by staff or by submitting resumes to the school.

6. Strategies to increase parental involvement through means such as family literacy services.

To promote student achievement through increased parental involvement, administrators, teachers, and the Parent-Teacher Association host a variety of events, workshops, and seminars. To inform parents of how to encourage advancement in literacy and mathematics, PS 253 Q holds annual Back-to-School, Family Reading, and Family Math Nights. To motivate parents to engage in extracurricular activities with their children, the administration, staff, and PTA sponsor a Dance Festival, Family Movie Night, and a Carnival. Parents are also encouraged to volunteer as Girl Scout Leaders and to become members of the Learning Leaders. Parents are also invited to seminars and workshops hosted by community organizations, such as Adobo Medical Center, to learn how to better support their children.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School PreKindergarten and Special Education Preschools as follows:

Ongoing Communication for Staff

- Establish a community-wide PreKindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all PreKindergarten Programs in the Region.
- Invite staff of the preschool and kindergarten programs to participate in exchange visits.
- Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.
- PreKindergarten teachers will develop a list of competencies/skills that PreKindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The PreKindergarten standards will also be shared with the Kindergarten staff and supervisors.
- Share Department of Education curriculum and standards for kindergarten with CBO agencies and PreKindergarten staff in order to expose them to what will come next.

Transition Activities for Children

- Schedule a visit or a series of visits to the new school for the children
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten
- Organize a PreKindergarten Day for parents and children who will be attending Kindergarten in the public school the following year

Involvement of Parents in Transition

- Provide parents with information about the school their child **will** be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.
- Organize and implement a Kindergarten Fair at each elementary school.

- Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.
- Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc..
- During Pre-Kindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations.

In order to achieve smooth transitions, administrators and teachers will work together to ensure program continuity by providing an age appropriate curriculum within all early childhood grades.

- Pre-K teacher will attend all the school and regional staff development programs. Monthly workshops will be conducted for Pre-K parents to incorporate parents and students into the transition process.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers collaborate during professional development periods, common prep periods, and grade conferences with administration, literacy and math specialists to determine when specific area assessments should be administered. They also cooperatively express the effectiveness of assessments; unit tests, ECLAS, running records, and portfolios in providing information about individual student achievement as well as changes that might need to be made within the programs.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Kidwatching, conferencing, and assessments are utilized to determine areas of weakness for each student. This information is used to direct and differentiate instruction according to the student's needs. Grouping, learning styles and correct developmental stages are all incorporated into strategies that are used. Students who display significant difficulties are referred for academic intervention services where they can receive additional, intensive individualized instruction. Lastly, the student weaknesses are noted within their data binders, as well as, when the need has been addressed or mastered.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

PS 253 Q coordinates with Adobbo Mental Health services, Safe Space and St. Johns Hospital. We refer families and coordinate them with programs to the school. They provide parenting workshops as well as counseling. Programs include domestic violence counseling, woman's services, and parenting skills. The programs are translated from English to Spanish. St. Johns provides counseling for students and their

families making cessation and domestic violence assistance. Adobbo also provides mental health counseling (currently every Thursday). The students with parental permission also receive in-school counseling from Adobbo.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	
Title I, Part A (ARRA)	Federal	✓				✓	
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: N/A **SURR³ Phase/Group (If applicable):** N/A

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

None

2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 253					
District:	27	DBN:	27Q253	School		342700010253

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	28	30	30		91.8	93.1	92.3
Kindergarten	79	83	68				
Grade 1	78	86	71	Student Stability - % of Enrollment:			
Grade 2	83	72	89	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	119	83	75		89.4	92.8	94.2
Grade 4	84	110	80				
Grade 5	54	86	109	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		81.9	94.6	95.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	5	3
Grade 12	0	0	0				
Ungraded	0	2	1	Recent Immigrants - Total Number:			
Total	525	552	523	(As of October 31)	2007-08	2008-09	2009-10
					2	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	30	21	Principal Suspensions	0	0	1
# in Collaborative Team Teaching (CTT) Classes	34	32	30	Superintendent Suspensions	0	3	1
Number all others	19	21	21				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	2	0	TBD	Number of Teachers	49	46	47
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	14	7
# receiving ESL services only	102	104	TBD				
# ELLs with IEPs	2	14	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals	5	4	12
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	40.8	58.7	70.2
				% more than 5 years teaching anywhere	22.4	23.9	42.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	74.0	89.4
American Indian or Alaska Native	1.7	1.3	1.3	% core classes taught by "highly qualified" teachers	94.1	96.3	100.0
Black or African American	56.0	53.1	49.1				
Hispanic or Latino	37.3	40.8	44.2				
Asian or Native Hawaiian/Other Pacific	1.5	1.6	1.9				
White	3.0	3.3	3.3				
Male	53.1	52.9	50.7				
Female	46.9	47.1	49.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Multiracial	-	-				
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:			NR	
Overall Score:	37	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	8.4	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	5.3	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	22					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.3					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN-N301	District 27	School Number 253	School Name
Principal Robin L. Johnson		Assistant Principal Fred Iorio Miryam Schwartz	
Coach Annie Dindial (Literacy)		Coach Glenda Miller (Math)	
Teacher/Subject Area Cyd Disler (ESL)		Guidance Counselor Pat Meeks	
Teacher/Subject Area Giselle Wilson (ESL)		Parent Rosario	
Teacher/Subject Area Ana Rodriguez (teacher)		Parent Coordinator Jean Fougere	
Related Service Provider Candra Sutherland		Other Lionela Vargas (Teacher)	
Network Leader Joanne Brucella		Other Dionne Williams (RTI)	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	2

C. School Demographics

Total Number of Students in School	596	Total Number of ELLs	100	ELLs as Share of Total Student Population (%)	16.78%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

During the initial contact with the parent and child the HLIS is administered. Either Ms. Cyd Disler, or Ms. Gisselle Wilson will be the pedagogue present at this time. Cyd Disler's qualifications include being the ESL teacher with an MA in TESOL. Ms. Wilson is an ESL teacher in the school who works with the ELLs. After the HLIS is filled out the ESL Teachers interview the parent and child separately orally in English and in their native language. The child is given an informal assessment to see if the child is eligible to be tested on the LAB-R. If a survey indicates that a second language is used at home only some times (only 1 or 2 questions are responded to with a second language). Other information will also be looked at such as whether the student went to an English speaking school for pre-kindergarten, report cards from the other school and how much time they spent in the other school. The teacher describes the ELL program and the child is given an informal assessment if the parent is interested. Either Ms. Disler or Ms. Wilson is present during this process. If it is decided that the child does speak another language then the Lab-R is administered by Ms. Disler or Ms. Wilson. If the child speaks Spanish, and scores a beginning, intermediate or advanced on the LAB-R, the student will take the Spanish LAB. They will be given an entitlement letter and the parent will attend a orientation and complete a program selection form. We review NYSESLAT scores by looking at the listening/speaking and reading/ writing sub tests. We print out the RMNR and make graphs of the students performance as a total score by grade, listening/speaking subtests and reading/writing subtests and discuss how the students performed and what areas do the students need to improve and ways that we can achieve those improvements.

2. Required forms are sent out to the parents. The school also holds several parent meetings. The parent coordinator and the principal play a big part in this process. The orientation film is shown to the parents at various times throughout the year. We also provide translators. Parents and teachers are also at hand to speak about the program. The initial viewing and meeting with parents is held during meet the teacher night. It is also held during the day. After this, orientation is held on conference nights and days.
3. The ESL teacher, Cyd Disler, keeps a checklist of the names and dates when entitlement letters were sent out. Attendance sheets are also kept for parent that attended the meeting and a list of parents that responded to the survey. Letters are sent out each month for those parents who did not attend. The original copies are stored in the individual student's cumulative folder while a copy is kept in the ESL teacher's (Ms. Disler) binder. If the form is not returned the parent is contacted about transferring their child to a transitional bilingual program.
4. Based on the informal assessment at the time of registration and on Lab-R administration and results students are placed in appropriate ESL instructional programs. Meetings are held by the parent coordinator and the ESL teacher in the native language.
5. Based on parent surveys and program selection forms the trend in parent choice is free standing ESL. In 2010, 7 chose a free standing ESL program while 1 chose transitional bilingual program. The parent who chose the bilingual program did not want to transfer to another school. In 2009 all parents (11 out of 12) requested ESL which is 92 % of the parents chose ESL. 1 parent requested a dual language program. During this time the ESL teacher had parent coordinator look for a dual language program in another school to assist the child and parent. In the end, she declined and the child remains in free standing ESL program. In 2008 20 out of 25 selected a free standing ESL program. 2 requested a dual language program and 3 requested a bilingual transitional program. Assistance was provided to find a new location but the parents refused to transfer their child to another school.
6. The program push-in/pushout model and self contained are aligned with parent requested in that the majority of parents requested ESL.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K * 1 * 2 * 3 * 4 * 5 *

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.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	100	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 59	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 41	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 100
Total	<input type="checkbox"/> 59	<input type="checkbox"/> 0	<input type="checkbox"/> 8	<input type="checkbox"/> 41	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/> 100

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	10	19	14	17	23								91
Chinese		1												1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian			1	1										2
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other		1	2	1										4
TOTAL	8	12	24	16	17	23	0	100						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

- 1a. Our model a push-in/pull-out model with co-teaching and self contained ESL classes.
- 1b. We are a heterogeneous program model with mixed profeciency levels.We are also a block where children of the same grade travel together as a group.
2. Students receive 360 minutes per week of ESL service. This is only provided to beginning and intermediate students.The advanced students receive 180 minutes and 180 minutes of ELA instruction. These services are built into their daily schedules.
3. All content area is taught in English using current approaches and methods. We use a hands on, visual and auditory in order to include all 4 modalities of learning(listening,speaking, reading and writing).Language Experience Approach, Total Physical Response, Q-TEL and CALLA are also methodologies that are used.
- 4a. SIFE student would be given individual instruction using phonics instruction, grammar, developing listening skills along with reading and writing. Number sense and basic math skills would also be part of the daily curriculum.
- 4b. Students receiving services for less than 3 years would receive instruction in oral language skills, writing, reading and developing listening skills. ELLs taking ELA testing would require instruction focused mainly on reading, reading comprehension, answering questions and writing.
- 4c. Our plan for ELLs receiving service for 4 to 6 years would focus on vocabulary building, reading comprehension, writing skills and listening skills. We also provide these children with a great deal of reading materials of different genres. ESL strategies will be used suchas CALLA
- 4d. Our plan for long term ELLs includes receiving intervention services both in and out of the classroom. After school and weekend enrichment programs along with classroom instruction that is tailored to the students needs. The student will be provided with a variety of reading materials from different genres. We will provide strategies to develop comprehension and language acquisition.
- 4e. ELLs with special needs will be provided with plenty of visuals and dramatized reading material. Total physical response methodologies will be used to assist in comprehension.

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

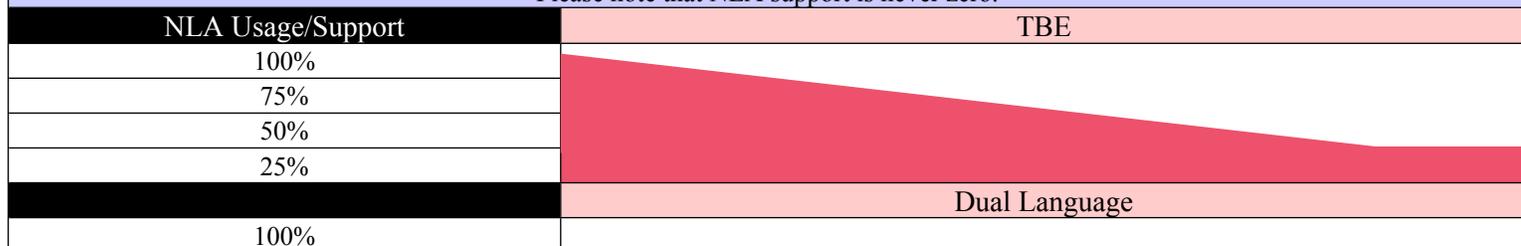
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Our intervention plans for ELL's include AIS (Academic intervention services) and RTI (Response to intervention). Our math ad literacy specialist are very active and provide small group instruction for students who need additional support.
6. For proficient ELL's we will continue to provide in class services through the classroom teacher as well as any pullout service we can accomidate the student with. The student will also continue to have some form of testing accomodation as a way to transition.
7. For the next school year we plan on continuing the weekend and after school enrichment. we will aslo be implementing programs during our morning 37 1/2 minute as well as lunch activities that will allow student the student to interact with others socially and academically.
8. N/A We will continue with our programs since they have been very successful in the past.
9. All students are welcome to join in any activities that the school provide. There are specific programs tailored to the needs of the ELL population. The school offers a Satuday Academy for grades 2 to5 as well as a 37 1/2 minutes breakfast program. An RTI program is also available for those students who need academic support services.
10. Curently we are using the Wilson' s program foundations and Open Court for the lower grades. We also have On OurWay to English, ESL series, Core Knowledge as well as our Everyday Math program Simple Solutions English and Writing, Simple Solutions Math,

Science Harcourt curriculum, Journey Reading series for grades 3-6, Spelling books. In terms of technology, the students use computers. They research subjects on the internet. They play internet games that reinforce math and literacy skills.

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

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

Professional development at our school for ELL personnel include attending ELL meetings in Queens region as well as meeting held at P.S. 253. Training is given to teachers of ELLs and non-ELLs on the topics of how children become ELLs, NYS standards and mandates, language acquisition theory, ESL methodologies and strategies such as LEA, TPR, CALLA and Q-TEL, Strategies to help students in math, tips for helping ELLs in the classroom, NYSESLAT testing and data evaluation. This is done during staff development days such as Election day, and Brooklyn Queens Day. It is also done during grade meetings and during faculty conferences. Attendance is taken for these meetings and agendas are given out. The support that we provide to staff to assist with the transition from elementary to middle school include data on students and Portfolio assessment as well as binder assessments. The staff also has access to ARIS link.

E. Parental Involvement

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

1 - 4. Parental involvement is an intricate part of our community. Throughout the school year, the school holds workshops and events that allow for parents to come into the building and take part in classroom and schools based activities. PTA meetings are held in the evening. Workshops include literacy and math night, game night. Workshops are also held during the school day and night to help parents with homework, parent volunteer training, ESL orientation, ELA information, State math information and programs and services to assist children. The school also partners with agencies such as the Addabo Clinic to provide services to parents of the ELL population. We evaluate the needs of the parents through meetings arranged by the parent coordinator and the PTA. Letters sent home are translated so that information is clear to all of our parents. Parent needs are also based on teacher input. We address parental involvement activities based on the classroom instructional curriculum. These include holiday and special celebrations. Parents are always welcome to come in and assist within the school setting.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	8	10	8	4	1								35
Intermediate(I)	0	4	6	7	5	6								28
Advanced (A)	4	0	8	2	7	16								37
Total	8	12	24	17	16	23	0	0	0	0	0	0	0	100

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	0	1	0	0							
	I		7	2	2	1	0							
	A		5	17	9	10	23							
	P		0	5	4	4	0							
READING/ WRITING	B		8	10	5	4	1							
	I		3	7	8	5	5							
	A		1	5	3	5	15							
	P		0	2	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	8	5	1	18
4	4	13	6	0	23
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		3		5		8		18
4	0		14		7		2		23

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		4		16		3		24
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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								

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

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

- Assessment tools that are used for early literacy skills for ELLs include ELAS-2, and informal assessments. The data shows areas that the children need to improve in order to become good readers such as letter sound awareness, names of letter, beginning and ending sounds, decoding and syllabication. This helps inform our school about areas that each individual child needs to improve in order to move forward as a reader.
- For the NYSESLAT and LAB-R, the data patterns across proficiency levels shows that there were more beginners in the Kindergarten and First grades and more intermediate level students are in the Second, and third grade. In the fourth and fifth grades we have the highest level of advanced students.
- Instruction will be based on the needs of each individual student. Based on the NYSESLAT score the teacher will plan. Students who are

ELA, NY State, math, NY State science Acuity, and E-class and E-PAL testing.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		