



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** ADAM CLAYTON POWELL JR. ELEMENTARY SCHOOL

**DBN (i.e. 01M001):** 06M153

**Principal:** KAREN BAILEY

**Principal Email:** KBAILEY2@SCHOOLS.NYC.GOV

**Superintendent:** ELSA NUNEZ

**Network Leader:** ROXAN MARKS

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Karen Bailey	*Principal or Designee	
Kristin Cilento	*UFT Chapter Leader or Designee	
Patricia Padilla	*PA/PTA President or Designated Co-President	
Jeanetta Stokes	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	
Hazelene Anthony	Member/ CSA	
Clarissa Grullon	Member/ UFT	
Jeffrey Gross	Member/ UFT	
Elizabeth Ayala	Member/ Parent	
Maria Ventura	Member/ Parent	
Jackie Alcantara	Member/ Parent	
Nina Picon	Member/ Parent	
	Member/	

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

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

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

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014 60 % of grades 4 and 5 students will demonstrate one year of progress on the 2014 NYS ELA Exam.

### **Comprehensive Needs Assessment**

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

As per 2013 Progress Report as compared to similar populations, students from 06m153 improved less than their peer. For student progress school received a letter grade of "C".

### **Instructional Strategies/Activities**

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

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

1. Activity-Teachers will implement ReadyGen for literacy curriculum. This includes coaches and teachers attend professional development provided by Pearson and school base staff.
2. The school instructional focus is to promote higher order thinking skills. School leaders will use the Danielson Framework to evaluate effective questioning and discussion techniques used by teachers.
3. Teachers will conduct Fountas and Pinnell (F&P) benchmark reading assessments every other month.
4. Activity-All teacher teams (grade level and cross level) will meet to determine benchmark assessments for targeted students.
5. Activity-Targeted students will participate in an intervention period for small group instruction.

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

1. Teachers, coaches, ReadyGen professional development sessions, after school workshops
2. Teachers, coaches, school leaders and teacher effectiveness team
3. Teachers, coaches, school leaders
4. Teachers, coaches and school leaders)
5. Classroom teachers

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

1. Advance coaches and teacher team leaders will analyze end of unit assessments and other benchmark assessments' to assess and revise planning.
2. Teacher Teams will use a prescribe protocol to look at student work and analyze data from benchmark assessment.
3. Progress reports will be sent to parents every 6 to 8 weeks after administering the Fountas and Pinell (F&P) reading assessments.
4. Pre assessments will be administer at the beginning of the intervention, every month thereafter and teacher teams will analyze the data to provide differentiated instruction.
5. Pre assessments, benchmarks assessments prior to NYS Exams

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

1. Beginning in September 2013 and ending in June 2014, Teacher Teams will meet biweekly with Teacher Effectiveness Coaches during their common preparation period for professional development for new curriculum.
2. Beginning in September 2013, and ending in June 2014, Teacher Teams will meet once a month to look at student work and analyze benchmark data.
3. Beginning in September 2013 and ending in June 201, Reading levels will be assess every 6-8 weeks.
4. Intervention period will begin in September 2013 and ending in June 2014
5. January 2014-May2014

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

1. Teacher Team meetings with Teacher Effectiveness coaches for 2 preparation periods per week.
2. Monthly teacher teams will examine samples of student work-20 teachers, once a month for 2 hrs.
3. Teachers will assess students reading levels and provide parents with progress reports.
4. Afterschool will commence in January 2014; 18 teachers, 2X a week for 15 weeks
5. 18 teachers, 2 coaches, 2 supervisors at per session rate for three hours per week

### **Strategies to Increase Parental Involvement**

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

- Parent workshops twice a month throughout the school year to help parents deepen their understanding on common core expectations.
- Curriculum Nights for parents in Math and Literacy
- Math Competitions
- End of Units Publishing Parties
- School wide events promoting literacy and math; Curl up with a Great Book Day, Read Across America, Literacy Night, Math Night

### **Budget and Resource Alignment**

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

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

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

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

By 2014, 45% of our Third Grade English Language Learners will achieve proficiency in State standards as evidenced by scoring at Levels 3 and 4 on the NYS ELA assessment.

#### **Comprehensive Needs Assessment**

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

Results from the NYS 2013 ELA exam indicate that 39.6 of our ELL students scored level 3 or 4.

#### **Instructional Strategies/Activities**

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

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

1. Activity-Classroom differentiated strategy and adjustments to meet the needs of the ELLs using scaffolding strategies in ReadyGen
2. Activity-Small group instruction targeting ELLs at risk of holdover
3. Activity-37 ½ Minutes Intervention for all 3<sup>rd</sup> graders
4. Activity-Targeted students will participate in afterschool twice a week in a small group setting
5. Activity-Identifying data trends, analyzing baseline assessments, performance based assessments and reading levels.

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

1. All teachers
2. ESL teachers, SETTS Teacher
3. All teachers, coaches
4. All teachers
5. Teacher Effectiveness Team and ESL teachers

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

1. Scaffolding strategies will be implemented and conferencing data will document progress in these strategies
2. ESL and SETTS teachers will administer predictive, diagnostic and benchmark assessments
3. 3<sup>rd</sup> grade ELLs will be assess at the beginning of the intervention and data will be compared with benchmarks assessments
4. 3<sup>rd</sup> grade ELLs will be assess at the beginning of the intervention and data will be compared with benchmarks assessments
5. Analyzing summative assessments through collection of portfolios, PBAs and conferencing notes

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

1. Beginning in September 2013 and ending in June 2014, our target population will receive differentiated instruction daily
2. Beginning in September 2013 and ending in June 2014, targeted ELLs will have small group instruction 3x a week in their classroom
3. Beginning in September 2013 and ending in June 2014, 4x a week
4. From January 2014-May 2014, afterschool 2x a per week
5. Beginning in September 2013 and ending in June 2014

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

1. Coaches will conduct professional development on scaffolding strategies for ELLs 2 coaches/7 teachers
2. SETTTS and ESL teachers will analyze data and identify ELLs at risk for holdover for small group instruction
3. 7 teachers and 2 coaches 4 times per week starting in September 2013 for the duration of the school year.
4. 7 teachers 2x per week at per session rate
5. 10 sessions 7 teachers and 2 coaches at per session rate

**Strategies to Increase Parental Involvement**

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

Parents will participate in literacy nights, curriculum nights and series of workshop relating to the common core and ELLs strategies

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, 70 % of grades K, 1 and 2 students will achieve state standards as measured by F&P, DRA, CCLS end of year benchmarks.

**Comprehensive Needs Assessment**

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

Based on data over two consecutive years, K, 1 and 2 students DRA Reading Levels, approximately 27-33% did not meet grade level benchmark.

**Instructional Strategies/Activities**

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

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

Subgroups: ELL's new arrivals, ICT classrooms, Students at Risk, Special Needs

1. Scaffold instruction for all subgroup as incorporated in ReadyGen
2. Differentiate instruction for tier 2 and tier 3 in all subgroups
3. At risk intervention for tier 2 and tier 3 in all subgroups
4. Data trends, setting goals, making projections based on assessments: DRA2, Report Card, Marking Periods, Conference Notes, PBA's and Students' portfolios
5. DRA2 assessment will be done 3 times a year, September 2013, January 2014 and June 2014

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

1. Classroom teachers, Advance Teams, Specialist, SETTTS teachers, Paraprofessionals, Administrators, ICT
2. MOSL to track student progress (Local)
3. Portfolio assessment, PBA's
4. Instructional approaches that promote collaboration, problem solving discourse and use of academic vocabulary
5. Classroom teachers and DRA assessments

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

1. DRA2 diagnostic, running record, DRA2, used as six week intervals to assess students' reading levels
2. End of unit assessments in ELA, Math, Science and Social Studies as measured by rubric
3. PBA at the end of each module
4. Monthly progress reports prefaced by performance indicators
5. DRA2 3x a year (September 2013 (#1), January 2014 (#2) and June 2014 (#3))

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

1. Beginning in September 2013 and ending in June 2014, daily
2. Beginning in September 2013 and ending in June 2014, every 6 to 8 weeks
3. Beginning in September 2013 and ending in June 2014 at the end of each module
4. Beginning in September 2013 and ending in June 2014, 3 times a year
5. Beginning in September 2013 and ending in June 2014, September 2013 (#1), January 2014 (#2) and June 2014 (#3)

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

1. Classroom teachers, specialists, Advance Team, SETTS, service providers, etc.
2. Focus on CCLS via curriculum mapping in ELA
3. Classroom teachers, coaches, administrators
4. Project check measured rubric
5. Classroom teachers, coaches, administrators

**Strategies to Increase Parental Involvement**

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

Parents will be involved in the school parental involvement plan. Parents are invited to attend school wide events focused around literacy such as, "Curl up with a Great Book Day" and the annual Literacy Family Night. End of the unit celebrations in reading and writing provide an opportunity for parents to visit the classroom and acknowledge their child's progress and class work. Students across grade levels take home a nightly reading log to track their reading progress at home. This provides solid opportunity for parents to recognize the importance of reading with their child at home. Parents are involved in the process of school review and improvement. Our support team conducts workshops on a monthly basis on a variety of topics based on the needs of our parents. School wide events are planned for each month and include parents in our effort to promote college and career readiness. We provide workshops both during the school day and evenings to facilitate parental participation.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By June 2014, 80% of teachers will have moved along the HEDI continuum at least one level as evidenced by Danielson's Framework rubric.

**Comprehensive Needs Assessment**

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

Based on school leader observations, it was noted that teachers were not using questioning and discussion techniques effectively.

**Instructional Strategies/Activities**

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

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

1. Strategy-Teacher survey before school year 2013-2014 identifying professional develop needs
2. Activity-All teachers create a Personal Professional development plans outlining areas of strength and weaknesses and professional development needs.

3. Activity-Series of Danielson Framework workshop targeting different components for all teachers
4. Activity-Teachers participate in observation cycles with Teacher Effectiveness team
5. Activity-Teacher teams engage in frequent classroom peer observations and provide peer feedback and support.

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

1. Administration team and coaches
2. All teachers
3. Classroom teachers group students into tiers for instructional purposes
4. Teacher Effectiveness Team
5. All teachers, teacher teams, teacher effectiveness team and supervisors

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

1. Compare initial survey of professional development needs with a subsequent survey mid-year to refocus professional development priorities
2. Observation feedback will match teachers PDP plans needs and will be used to offer recommendations
3. Informal and formal observations
4. Informal and formal observations and feedback from teachers and teacher effectiveness team
5. Teacher surveys, observation feedback, peer feedback

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

1. By June 2013- September 2013
2. Beginning September 10, 2013 and ending in October 18, 2014
3. Beginning in August 5, 2013 and monthly starting in September 2013 and ending in June 2014.
4. Bi monthly starting September 2013 and ending in June 2014.
5. The third Thursday of each month beginning September 2013 and ending in June 2014

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

1. 5 sessions, administration team and teachers, 25 copies of the Charlotte Danielson Framework
2. Per diem rate teachers for coverage for 20 periods, also teachers common prep periods, all teachers and administrators, coaches
3. Inquiry team comprised of 43 teachers and two coaches, 1x month x 8 months for 3 hr session at per-session rate
4. 1 session weekly, 2 coaches and all teachers during common prep periods
5. All teachers and teacher teams, during common prep times once a month

**Strategies to Increase Parental Involvement**

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

Common Core workshops will be offered to parents throughout the school year.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Guided Reading	Tier 1 students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in ELA. Groups are differentiated based on DRA and acuity assessment results. Small group instruction three times per week – 45 minutes. Tier 2 students receive instruction during 37 1/2 minutes period, four times a week in small groups.	All services are provided during the school day and afterschool.
<b>Mathematics</b>	Academic Intervention Services	Tier 1 students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in Math. Groups are differentiated using the predictive diagnostic assessment data. Small group instruction using performance indicator to address student needs. Small group tutoring four times per week, 45 minutes. Tier 2 students receive instruction during 37 1/2 minutes period, four times a week in small groups.	All services are provided during the school day and afterschool
<b>Science</b>	Academic Intervention Services	Tier 1 students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in Math. Groups are differentiated using the predictive diagnostic assessment data. Small group instruction using performance indicator to address student needs. Small group tutoring four times per week, 45 minutes. Tier 2 students receive instruction during 37 1/2 minutes period, four times a week in small groups.	All services are provided during the school day and afterschool.

<p><b>Social Studies</b></p>	<p><b>NYS Social Studies Core Curriculum</b></p>	<p>Tier 1 students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in Social Studies. Assessing students' progress via observations, End of Unit tests and summative assessments between four and six times. Integration of fiction and non-fiction reading into units of study three 45 minutes sessions per week.</p> <p>Focus on content area reading to support comprehension of non-fiction text. Tier 2 students receive instruction during 37 1/2 minutes period, four times a week in small groups.</p>	<p>All services are provided during the school day</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p><b>Socio-emotional counseling and support</b></p>	<p>For 3<sup>rd</sup>, 4<sup>th</sup>, &amp; 5<sup>th</sup> grade students counseling focuses on the socio-emotional needs that may prevent students from developing effective learning skills. Individual counseling focuses on students' difficulties with self-esteem, separation anxiety, sadness, loss and bereavement and aggressive behaviors. Group counseling is delivered to reinforce group dynamic skills and to foster interactions amongst students. Meetings with parents take place to develop a proactive plan for students, as well as to discuss crisis of children with some level of emotional needs.</p> <p>Instructional Support Team School Psychologist serves our high risk students and families with social/emotion counseling and support. K, 1<sup>st</sup> &amp; 2<sup>nd</sup> grade students receive counseling addresses students' emotional/behavioral difficulties, as they can impact on academic learning. Individual counseling focuses on students' difficulties with self-esteem,</p>	<p>All services are provided during the school day</p>

		<p>separation anxiety, sadness, loss and bereavement and aggressive behaviors. Group counseling is delivered to reinforce group dynamic skills and to foster interactions amongst students. Meetings with parents take place to develop a proactive plan for students, as well as to discuss crisis of children with some level of emotional needs.</p>	
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Our teachers are HQT as of BEDS report from 2012-2013. P.S. 153M has a hiring committee. This committee meets regularly, not only to establish the rubric to be used during the hiring process but also to ensure that the new teachers have the support they need. Our new teachers participate in the mentoring program. They are paired with our staff according to their needs. The school has a safe environment and an inclusive culture that support progress towards the school's professional, academic and social-emotional learning goals. Our staff is included in the decision-making process of the school. Our school provides high quality professional development offered by not only our staff but by consultants according to the DOE regulations.

**High Quality and Ongoing Professional Development**

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

Our school personnel will receive professional development during preparation periods, faculty conferences, lab sites and following learning walks/instructional rounds. In addition, our school personnel participate in outside professional development offered by ReadyGen and Go Math. Furthermore, there are professional development days assigned by the chancellor in which our staff receives ADVANCE professional development. Some of the topics covered during professional development are: ReadyGen, Go Math, Danielson Framework, new teacher evaluation, incorporating DOK and UDL into the literacy block and using 21<sup>st</sup> Century skills and technology to teach English, supporting newly arrived ELLs. Furthermore, all staff is required to write their own professional development plan. Professional development will be differentiated based on the teachers' PPD. The professional development would be provided by our mentor teachers, advance coaches, grade teacher leaders as well as outside consultants.

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

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

P.S. 153M has a SAPIS worker who works with the students in grades 3 through 5. She provides substance abuse prevention and intervention services to our students. She also visits the lower grade classes. In addition, she facilitates the Red Ribbon program. Our school also has a team that works closely with our Students in Temporary Housing. They follow up with their basic school needs.

**SWP Schools Only**

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

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

We offer school tours as well as orientations for the new students. In addition, workshops are provided to parents in order to help them assist their children with the transition. Our Pre-K program is aligned with the CCLS. Our Pre-K family worker assists our Pre-K students with their transitions.

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

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

Our teachers participate in the use and selection of assessments. Teacher Team Meetings are conducted in order to analyze the assessments and inform instruction every other week. Teachers use their data such as reading levels, performance based assessments, and conferences to be able to identify a student's weakness and strength. Using their data, teachers are able to

develop activities that will help each child obtain mastery in a particular strand. The data also provides teachers information on how they are going to develop their groups for differentiated instruction. Teachers use their data to develop assessments and projects that will enrich or provide practice for students. Teachers use their data to create projection sheets, they are able to develop goals and projections for their class. During the team meetings, teachers share their data to have discussions on specific strategies they can use with their students so they can reach full potential.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#)

**Part I: School ELL Profile**

**A. School Information** [?](#)

District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>153</b>
School Name <b>Adam Clayton Powell Jr Elementary School</b>		

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

Principal <b>Karen Bailey</b>	Assistant Principal <b>Sol Idalia Flores</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Evelyn Mbame</b>	Guidance Counselor <b>Yira Ramirez</b>
Teacher/Subject Area <b>Clarissa Grullon</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Stephanie Pratt</b>
Related Service Provider <b>Miguel mercado</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

**C. Teacher Qualifications**

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>9</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>9</b>
Number of certified bilingual teachers currently	<b>9</b>	Number of certified NLA/foreign language	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL	<b>0</b>

teaching in a bilingual program		teachers		certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4	Number of special education teachers with bilingual extensions	2

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	884	Total number of ELLs	189	ELLs as share of total student population (%)	21.38%
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## Part II: ELL Demographics

### A. ELL Programs

This This school serves the following grades (includes ELLs and EPs)  
Check all that apply 
 K  1  2  3  4  5   
 6  7  8  9  10  11   
 12 
 school

offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>	1	1	1	1	1	1								6

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Freestanding ESL</b>														
self-contained			1	1	1	1								4
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>10</b>						

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	189	Newcomers (ELLs receiving service 0-3 years)	174	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	15	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 SWD. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	84	0	0	3	0	0	0	0	0	87
ESL	90	0	0	12	0	0	0	0	0	102
<b>Total</b>	<b>174</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>189</b>

Number of ELLs who have an alternate placement paraprofessional: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

**Dual Language (ELLs/EPs\*)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	35	15	25	29	14	24	27	19	13	32	6	18							12 0	137
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	35	15	25	29	14	24	27	19	13	32	6	18	0	0	0	0	0	0	12 0	137

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers: 3

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	26	15	14	29	15	18								117
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>26</b>	<b>15</b>	<b>14</b>	<b>29</b>	<b>15</b>	<b>18</b>	<b>0</b>	<b>117</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	7	6	7	6								27
Intermediate(I)		24	12	23	10	11								80
Advanced (A)		10	9	30	16	7								72
Total	0	35	28	59	33	24	0	0	0	0	0	0	0	179

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	35	4	13	1	53
4	29	8	1	0	38
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	32		15		8		6		61
4	28		9		3		1		41
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		7		6		0		15
8									0

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

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

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.  
At P.S. 153M, we utilize DRA to assess the early literacy skills. This data shows us where our students are standing in terms of literacy skills. It gives us a baseline to form instruction and develop the students' goals for the year.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our NYSESLAT data shows that the majority of our students are in the Intermediate to Advance stage. Our ELLs are improving in terms of literacy skills. Our Lab-R data shows that many of our possible ELLs students are indeed English proficient students by passing the Lab-R.
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
N/A
- For each program, answer the following:
  - 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?
 Our ELLs in third grade are performing exceedingly well on the New York State Math Test.  
We do not currently administer ELL Periodic Assessment because we use curriculum based assessments instead.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)  
After the students are assessed with the DRA, the data collected is utilized to form the different tiers (Tier 1, 2 or 3) in order to differentiate the instruction. The teachers utilize the information to make lessons meaningful, to develop language skills and complex thinking.
- How do you make sure that a child’s second language development is considered in instructional decisions?  
We ensure that the students' second language development is considered in the instructional decisions by having teacher team meetings and common planning periods. Teachers get together to discuss and analyze student work. Then, they decide the next steps for instruction.
- 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?
 EP students are assessed in Spanish with the DRA as well as Spanish versions of Go Math and Science and Social

### Studies summative assessments.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The results of the state and citywide tests inform our school community as to the success of our programs.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When any child registers at P.S. 153M, a parent or guardian must complete the Home Language Identification Survey (HLIS) with Ms. Goldfarb. The Language Allocation Policy Team, the Professional Development Team, and the Administration collectively chose Ms. Goldfarb for this role because of her attention to detail, her ability to carry out tasks independently without error, and her pleasant rapport with families. This expedites the registration process and help parents to have a positive first experience in our school. Ms. Goldfarb interviews each parent/ guardian and child to determine their dominant language and helps them complete the HLIS. She ensures that the survey is filled out correctly and is an accurate reflection of the families' linguistic abilities and needs. If translation is necessary, two Spanish language translators are housed in the same office.

When possible, Ms. Flores, Assistant Principal and ELLs' supervisor, administers the LAB-R to eligible students immediately following registration. Otherwise, Mr. Mercado, the Bilingual SETTS teacher, conducts the LAB-R within the first 10 days of admission to the students who are eligible. In addition, a grade supervisor conducts a second student interview and places the child in the appropriate classroom setting. Each Friday, Ms. Flores compiles a list of newly admitted students, cross checks the HLIS with their linguistic code in ATS to ensure accuracy, and reads each child's test history. When a student's primary language is not English and s/he has no prior LAB-R history, she administers the exam. If the child does not pass and natively speaks Spanish, Mr. Mercado tests the child with the Spanish LAB-R. Ms. Flores regularly maintains a database of unofficial LAB-R and Spanish LAB-R scores so that the school community has access to them before they are published.

Each Spring, Ms. Anthony, AP and testing coordinator, and Ms. Flores review ELL data to determine who will take the NYSESLAT. This is a careful data verification process that ensures we test each eligible child. They print the Revised LAB/NYSESLAT Eligible Roster (RLER) and the entire school's test history. They then cross-reference the two documents with each other and with the informal LAB-R results to create the most up-to-date and comprehensive list of students who will be tested. They then print a school-wide

Official Change of Attendance (RCAL) from ATS and highlight the English Language Learners (ELLs). Each of the four adjacent columns on the document is labeled "speaking, listening, reading, or writing." As proctors complete each component of the test and return the completed answer documents, the testing coordinator checks off the appropriate column for each student. This precise record keeping system helps us to fully test every ELL and prevents invalid scores. It also identifies the few students each year who need to be tested but do not automatically print out an answer document, including those whose LAB-R scores do not yet show in the test history.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
When parents and guardians register their ELL eligible students, they also fill out the Parent Selection Form. They have the opportunity to speak with the registration team, an ESL teacher, the parent coordinator, or administrator in order to make an informed decision. All staff members provide parents with the same information regarding the qualities of each ELL program available in New York City. It is the same information that is presented in the parent orientation video.

We also host an ELL Parent Orientation each fall because the large majority of our newly arrived ELLs come in September and early October. Although we do speak individually with parents and guardians at registration, it is also important to have an official orientation during which parents view the parent orientation video and have a chance to hear about the available programs once more. If, for any reason, a parent/guardian has not filled out a Parent Selection Form, they do so at this time. Presenters field questions in English and Spanish, and parent volunteers may be available to translate into other languages if necessary. Although the overwhelming majority of our parents/guardians do choose ESL or Dual Language, we are prepared to provide parents with a list of schools who offer transitional bilingual programs if that is their preference.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
Entitlement letters are distributed via backpack and mail. Parent Selection Forms are distributed at registration and the Parent Orientation; there are also sent home by classroom teachers when necessary. In all cases, when a parent/guardian does not return these forms, the school sends reminder notices and calls the home. This process is supervised by Ms. Flores.
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.  
ELL students are placed according to the Parent Selection Form, their native language, and their English language proficiency level. We do have a continually increasing population of non-Spanish-speaking ELLs, who are placed in ESL self-contained classrooms unless their parents request that they learn English and Spanish by participating in the Dual Language program. This, however, is a very small and select group of students; most non-Spanish-speaking ELLs are in ESL classes. If the parent selects to, Spanish-speaking ELLs can be placed in our very sought-after Dual Language program or they can opt for more English immersion in an ESL class.

In the event that a parent does not return the Parent Selection Form in a timely manner, administrators make an informed decision as to where the child will be best suited both linguistically and academically. Again, non-Spanish-speaking students most commonly go to ESL classes. Those who are literate in English and Spanish might go to Dual Language, and those who are not would more likely to go to an ESL class. Other considerations include length of time in the country, language support at home, the previous year's report card, and the personalities of the student and teacher. While we know that the appropriate program placement is extremely important for academic, linguistic, and social development, we also know that all teachers transition ELLs from their native language towards proficiency in English. We value consistency in program placement as opposed to one program over another.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Each Spring, Ms. Anthony, AP and testing coordinator, and Ms. Flores review ELL data to determine who will take the NYSESLAT. This is a careful data verification process that ensures we test each eligible child. They print the Revised LAB/NYSESLAT Eligible Roster (RLER) and the entire school's test history. They then cross-reference the two documents with each other and with the informal LAB-R results to create the most up-to-date and comprehensive list of students who will be tested. They then print a school-wide Official Change of Attendance (RCAL) from ATS and highlight the English Language Learners (ELLs). Each of the four adjacent columns on the document is labeled "speaking, listening, reading, or writing." As proctors complete each component of the test and return the completed answer documents, the testing coordinator checks off the appropriate column for each student. This precise record keeping system helps us to fully test every ELL and prevents invalid scores. It also identifies the few students each year who need to be tested but do not automatically print out an answer document, including those whose LAB-R scores do not yet show in the test history.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
After reviewing our Parent Survey and Program Selection forms the trend in program choices is Dual Language. About 92% of our parents prefer our Dual Language program.  
Yes, program models are aligned with parent requests. As the Dual Language program has gained momentum over the years, the majority of parent choice has shifted from Transitional Bilingual to Dual Language. Through parent feedback and anecdotal evidence, we have learned that many parents want their children to still learn in Spanish but prefer them to become bilingual, biliterate, and bicultural as opposed to using Spanish as a support to learn English. They value the culture and community of the Dual Language program, and they appreciate that it makes a large school feel smaller. As educators, we fully support this shift in parental choice because we know that our Dual Language classes have consistently outperformed our Transitional Bilingual classes on state tests and in school-based assessments. For that reason, we offer two Dual Language classes on each grade, and we nurture the development and growth of the program. We no longer have Transitional Bilingual classes, but we take great care to transition new arrivals from Spanish to English regardless of the program in which they are enrolled. We also service these

children through our Inquiry Team work, and we are currently launching two team projects designed specifically for newly arrived ELLs in third through fifth grade.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 

ELLs receive all instruction in a self-contained model. That is, the classroom teacher, who holds an ESL or Bilingual license, provides services to each ELL in his or her class.

ESL and Dual Language program models are both heterogeneously mixed according to academic and linguistic proficiency.
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)?
 

In the Dual Language program, ESL/ELA, and NLA are provided in a one to one ratio. This is a side-by-side model, in which the teachers remain stationary and each class alternates between teachers on alternate days. Therefore, fifty percent of instruction is delivered in English and fifty percent in Spanish. Our model follows the CR Part 154 which requires 45 minutes of NLA regardless of the student level in the NYSESLAT.

In the ESL program, most instruction and resources are in English, and there are varying amounts of native language support depending on the native language and the student's proficiency in English. Once again, we follow the guidelines posted on the CR Part 154 which requires 360 minutes for the students who are beginners and intermediate. For our advanced students, we offer 180 minutes of instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

In the Dual Language program, fifty percent of all instruction occurs in English and fifty percent in Spanish. In ESL classes, most instruction occurs in English with varying amounts of native language support depending on a child's needs. In both programs, instructional methodology includes whole group, small group, and one-on-one instruction within the workshop model. All content areas include a hands-on approach to learning and utilization of technology. In both programs the common core curriculum of Ready Gen and Go Math are utilized. We also use FOSS for the science program.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

The DRA is provided to the students three times a year. Also, the end of the unit assessments for Go Math and Ready Gen are provided. Furthermore, teacher observations and conference notes are utilized to monitor the students' progress and inform instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Teacher observations and conference notes are utilized to ensure that the students are evaluated in all four modalities.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
  - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. Our goal is to introduce or reintroduce SIFE students into a school setting and provide them with the tools that they need to successfully learn English, make academic gains, and learn to navigate American culture. We differentiate instruction within the classroom by providing them with materials that are both age appropriate and meet them at their linguistic and instructional level.

We also stream students to classrooms where they can engage in learning foundations of reading and pairing up with buddies who speak their native language. Finally, we offer students the opportunity to spend their lunch periods in Lunch Bunch with a guidance counselor and other students so that they can develop social and linguistic skills in a small and nurturing environment.

B.

These students are engaged in the same curriculum as the rest of the student body, but they receive additional linguistic support and more small group instruction in ESL and Dual Language settings. The classroom teachers focus heavily on reading, writing, listening, and speaking through the use of technology because we have found that it invokes a high student interest. They engage in interactive work online and build linguistic skills in that manner. These students are also targeted for 37 ½ minutes, Extended Day, Saturday Academy, and PIP.

C.

We know that these students are traditionally very strong in listening and speaking, but they struggle to gain proficiency in reading, writing, and the content areas. Therefore, in conjunction with their teacher, each of these students create personal goals for each unit of study. These goals address their specific areas of need and motivate students to work beyond their former expectations. Teachers and students assess and realign goals in one-on-one conferences based on data from ITAs and Predictive Assessments. This individual attention and progress monitoring is key to preventing students from becoming long-term ELLs.

D.

Long-term ELLs are students who have not benefitted enough from the traditional classroom experience including differentiated instruction and individual goal setting. Therefore, their needs necessitate a more aggressive form of academic intervention. This involves additional tutoring in both English and their native language, if possible.

E.

Instructional plans are made for the former ELLs depending on their needs.

- 7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?  
At this moment there are no ELL-SWD in the school.
- 8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
At this moment there are no ELL-SWD in the school. Non the less, we will ensure that the instructional plans

on each child with an IEP are kept.

### Courses Taught in Languages Other than English ⓘ

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

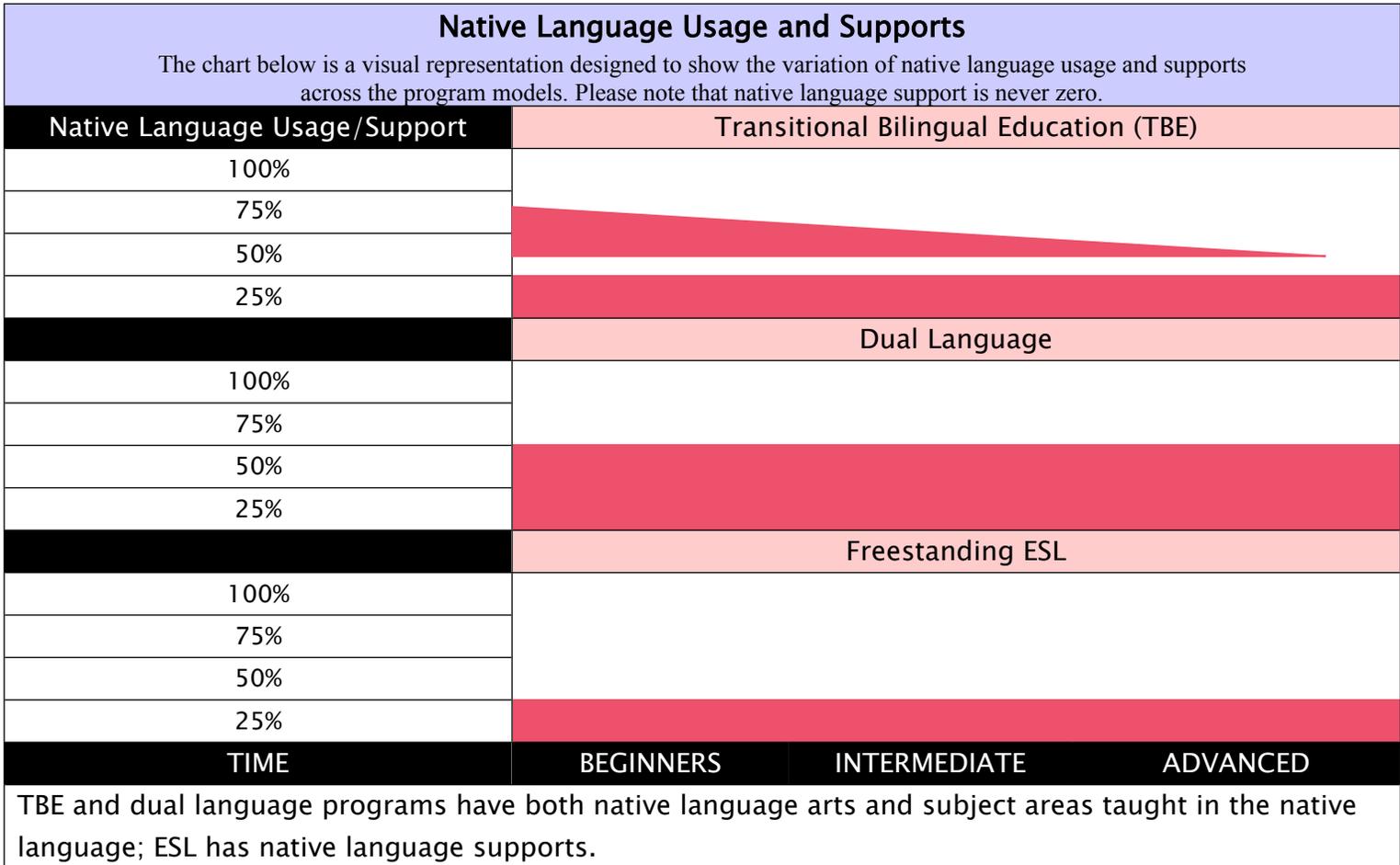
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Over the past few years, data has shown that lower grade content area intervention is most needed in ELA. For that reason, we have purchased a new reading program that will be used to supplement Readers and Writers Workshop. Along with building literacy skills, Reading Street also has an ESL component that will allow teachers to do more direct instruction on grammar and vocabulary building. In the upper grades, we have found that ELLs more commonly need intervention in both ELA and math. They are eligible to participate in PIP groups, extended day, extended day after school, Saturday Academy, and bilingual SETTS if they speak Spanish.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our State Exams Scores show that our Dual Language Program is very successful in in meeting the needs of our ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?  
At this moment we are utilizing the new curriculum of Ready Gen and Go Math.
12. What programs/services for ELLs will be discontinued and why?  
At this moment we are not discontinuing any programs or services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs have the same access to school programs, if not more. For example, Dual Language students have an extended day from 8:00–2:58 Monday through Friday during which they receive additional tutoring and special programs. They also participate in the School-wide Enrichment Model (SEM), which is limited to Dual Language and Gifted and Talented classes. Beyond those programs, they are able to join any club or team including but not limited to boys and girls soccer, boys and girls basketball, cheerleading, boys and girls track, orchestra, and vocal club.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
ELLs use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, ELLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy. Picture dictionaries, thesauruses, and books/materials in the native language are common resources. Additionally, ELLs benefit greatly from using technology such as [brainpop.com](http://brainpop.com), [unitedstreaming.com](http://unitedstreaming.com), [teachervision.com](http://teachervision.com), [educationplace.com](http://educationplace.com), and [starfall.com](http://starfall.com). These websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
In Dual Language, native language support is abundant. Every other day ELLs receive 100% of their instruction in their native language as well as all of their materials and assessments. In ESL, native language support is more subtle and includes books in the native language, partners who speak their language, and when possible, native language support from the teacher him/herself.

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

We know that learning a second or third language is extremely challenging and will affect a child's self-esteem in a profoundly positive or negative manner. We take great precautions to ensure that our instructional decisions and use of materials build a child's confidence and help them to discover their greatest abilities as a learner. Therefore, we provide supports and resources that will be appropriate for each child considering their level of English proficiency, their academic standing, and their age.

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

In previous years, new entrants have participated in Title III programs focusing on orientation towards New York City and American culture.

18. What language electives are offered to ELLs?

ELLs from native language backgrounds are able to participate in our Spanish/English Dual Language program.

19. For schools with dual language programs:

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

A.

All students, whether EPs or ELLs, receive 50% of their instruction in English and 50% in Spanish.

B.

EPs and ELLs are integrated for 100% of the instructional day. Our model strives to have 50% EPs and 50% ELLs in each class, although those percentages change as ELLs become proficient in English. All content areas are taught by the classroom teacher within the regular school day.

C.

Students alternate between teachers each day so that they receive instruction in English from one teacher on one day and in Spanish from the other teacher the next day. The only exception is that the students remain with the same teacher for writing for the duration of one month. This way they have time to focus on and develop skills in one language at a time.

D.

We use the side-by-side model, in which teachers remain stationary and students alternate between teachers each day. Therefore, they receive one full day of instruction in Spanish and the following day they receive English instruction, with the exception of writing, which is taught in one language for a month at a time.

E.

Both languages are taught at the same time.

## C. Professional Development and Support for School Staff

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

ELL personnel will receive professional development during the monthly faculty conferences, during lab sites, and following learning walks/instructional rounds. Specifically, the PD will include incorporating Ready Gen and Go Math, using science and technology to teach English, and supporting newly arrived ELLs in the upper grades. Also, all staff is required to write their own professional development plan.

On a weekly basis, the support staff provides fifth grade teachers and with an assembly that focuses on adolescent behavior and physical changes, appropriate social conduct, cultural diversity, and discovering a career path.

All staff will receive the same professional development that is described above for ESL and Dual Language teachers. We believe that all of us are teachers of ELLs, regardless of the program in which they teach. This PD will occur during the monthly faculty conferences, during lab sites, and following learning walks. Specifically, the PD will include Ready Gen. Go Math, using science and technology to teach English, and supporting newly arrived ELLs in the upper grades. Also, all staff is required to write their own professional development plan.

## D. Parental Involvement

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

1

We have an active Parent Teacher Association with growing membership each year. The school also provides parent workshops on topics including ARIS training, using assessment data, and how to support academic growth at home. All workshops are presented in English and Spanish; parent volunteers are recruited to translate into other languages as needed.

2.

We partner with CBOs that come to our school to present information to parents and students alike. Organizations include the MORE Program, a dyslexia organization, CPR training, Learning Leaders, Harlem Hospital, and Project SOAR.

3

We create monthly surveys to find out parents' needs and wants. The surveys are distributed in English and Spanish.

4.

The monthly parent surveys indicated that parents were in need of evening ESL classes as well as computer and technology classes. We now offer those programs.

## E. Additional Information

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

Paste response to question here:

# Part VI: LAP Assurances

School Name: Adam Clayton Powell Jr Elemnta  
06M153

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Bailey	Principal		1/1/01
Sol Idalia Flores	Assistant Principal		1/1/01
Stephanie Pratt	Parent Coordinator		1/1/01
Evelyn Mbame	ESL Teacher		1/1/01
	Parent		1/1/01
Clarissas Grullon	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Yira Ramirez	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Miguel Mercado	Other <u>Related Srvice</u> <u>Provi</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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

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

DBN: 06M153 School Name: Adam Clayton Powell Jr Elementary Sc

Cluster: 4 Network: 401

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

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

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

P.S. 153 assess written translations and oral interpretation needs in a variety of ways. The first data we receive is on the Home Language Identification Survey in "Part 3 Parent Information." Parents inform us of the language in which they would like to receive written information as well as in what language they would like to communicate orally with the staff. After the form is filled out, our parent coordinator touches base with the parents again to ensure that they are receiving information and communicating with the staff in a language they understand. Lastly, because the large majority of our ELL parents speak Spanish, we have a Spanish - speaking school safety officer and a Spanish - speaking office staff so that when these parents enter the building or office, they will be sure to find someone with whom they can communicate in their native language.

All notices sent home from the school are always in English and Spanish since these languages are overwhelmingly the linguistic needs of our parents. We do also send home some information in Arabic. For Parent Teacher Conferences, we position staff members throughout the school building to translate in Spanish, Sonike, French, Creole, and German. These staff members are also available throughout the school year for translation and interpretation.

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.

The significant majority of translation needs are from English to Spanish. Teachers are aware of the parents who need translation services by conducting a needs assessment in the beginning of the school year. They are asked what language/s will the family need to be communicated in. Most of our staff members speak Spanish and those who do not utilize other members to assist in translation.. Occasionally, there is a need to translate in Arabic or Sonike and we use community based organizations to provide translation services for us. The school community is such that teachers of non-English and non - Spanish speaking students communicate their translation needs with each other.

## Part B: Strategies and Activities

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

As stated, most wrtitten translation needs are from English to Spanish. Therefore, the vast majority of our translation needs are provided by in - house staff. However we use the Transmitter (Tour Guide ) System for large groups and audiences. We also utilize the Translation and Interpretation Unit for other services throughout the school year especially for other than Spanish languages (Arabic, Bengali, Chinese, Hatian Creole, Korean, Russian, Spanish and Urdu). We use this service for newsletters, flyers and some handouts.

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.

As stated, most oral translation needs are from English to Spanish. Therefore, the vast majority of our translation needs are provided by in - house school staff, parent volunteers and/or community based organizations.

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>.

At P.S. 153, we ensure that our parents receive the Bill of Parent Rights and Responsibilities in their native language. We also post the welcome sign which addresses different languages in the admission's office. Our school safety plan addresses procedures that will allow parents in need of language access services to reach the administrative office.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Adam Clayton Powell Jr	DBN: 06M153
Cluster Leader: 407	Network Leader: Debra Lamb
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 187
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 10
# of certified ESL/Bilingual teachers: 10
# of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: After analyzing our data (ELA, MATH and NYSESLAT scores) we determined that an After School Program as well as a Saturday Program are needed for or ELL population. The After School Program will run from February through May from 3:00 pm to 4:00 pm. The students will receive instruction in English in the area of Literacy and Math following the core curriculum. In addition, activities were designed to develop their language acquisition skills. There will be two classes per grades 2, 3, 4, and 5, and one class for grades K and 1. The students will be serviced by ten certified ESI/ Bilingual teachers. This program is for all ELLs, including students with special needs. One of the books for this program will be Lectura Fonética - Taking the High Road (scaffolding techniques). The Dual Language Saturday Arts Program will run from February through May from 9:00 am - 12:00 pm. The students will receive instruction through different modalities in order to enhance their English language arts skills. The field day trips would support this program.

### Part C: Professional Development

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

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

Begin description here: After analyzing our data, we determined that our staff needs professional development for integrating the needs of our ELLs into the CCLS. ELL personnel will receive professional development during the monthly faculty conferences, interclass visitations, and lab sites among others. Specifically, the PD will include incorporating Reading Street into the literacy block, using science and technology to teach English, and supporting newly arrived ELLs in the upper grades. Also, all staff is required to write their own professional development plan. The PD would be provided by our proficient ESL teachers as well as outside consultants. The PD will be conducted throughout the school year.

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: We have an active Parent Tacher Association with a growing membership in the non-English speaking community. The school provides paent workshops on a variety of topics such as ARIS, NYSESLAT, ussing assessment data, and how to support academic growth at home. We offer a parent orientation for our new students in grades Pre-K and Kindergarten as well as to our NCLB students in order to aclimate them to our school community. We offer different activities such as our Brest Cancer Awareness Day, monthly math competitions and literacy celebrations in order to high light the accomplishments of the students, character book day, and so on. These activities/ workshops last throughout the school year. They are provided by our staff as well as by outside consultants. All workshops/ activities are provided in English and Spanish; parent volunteers are recruited to translate into other languages as needed.

**Part E: Budget**

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

Allocation Amount: \$40664

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

**Part E: Budget**

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

Allocation Amount: \$40664

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>	\$40,664.00	\$40,664.00