



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P.S. 253
DBN (i.e. 01M001): 27Q253
Principal: PHOEBE ROBINSON
Principal Email: PROBINSON4@SCHOOLS.NYC.GOV
Superintendent: MICHELE LLOYD-BEY
Network Leader: JOANNE BRUCELLA

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
Phoebe Robinson	*Principal or Designee	
William Easteadt	*UFT Chapter Leader or Designee	
Roslyn Mendez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michele Iavarone	Member/ Teacher	
Jennifer Sullivan	Member/ Teacher	
Cindy Ramirez	Member/ Teacher	
Brenda Tribble	Member/ Parent	
Patricia Rivas	Member/ Parent	
Rasha Dawoud	Member/ Parent	
Lisa Keller-Stewart	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	• A major recommendation with HEDI rating
	• Statement Of Practice (SOP) selected aligned to the goal
	• A goal aligned to the major recommendation
	• Instructional Strategies section, A-E for each strategy or activity that supports the goal
	• Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 27Q253

School Configuration (2013-14)					
Grade Configuration	PK,OK,01,02,03,04,05	Total Enrollment	511	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2013-14)					
# Visual Arts	26	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	11	# CTE	N/A
School Composition (2012-13)					
% Title I Population	84.6%	% Attendance Rate			91.5%
% Free Lunch	93.6%	% Reduced Lunch			4.0%
% Limited English Proficient	20.2%	% Students with Disabilities			15.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.0%	% Black or African American			42.6%
% Hispanic or Latino	52.4%	% Asian or Native Hawaiian/Pacific Islander			1.4%
% White	2.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	7.5%	% Teaching Out of Certification			22.5%
% Teaching with Fewer Than 3 Years of Experience	12.5%	Average Teacher Absences			12.8
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	13.2%	Mathematics Performance at levels 3 & 4			20.9%
Science Performance at levels 3 & 4 (4th Grade)	64.8%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP

Describe the strengths of your school's 12-13 SCEP.

- School leaders and teachers effectively align curricula to key standards and engage students in Common Core units of study, reflected in planning documents that cognitively engage a diverse group of learners.
- The school's organizational decision making is focused on the instructional goals of the school, and improved teacher development that support learning for all students.
- Formative feedback was relevant and timely for all teachers resulting in shifts in teacher practice.
- The school effectively utilizes a research-based framework to monitor classroom observations and teacher development resulting in heightened pedagogical support and student performance.
- All activities connected to specific goals helped to focus the school, administrators, pedagogues as we collaborated to more appropriately meet the needs of all of our students.

Describe the areas for improvement in your school's 12-13 SCEP.

- Strengthen the belief that all students improve from high quality instruction that consistently provide multiple entry points into the curricula and reflect high levels of thinking in student work for all learners.
- Improve processes to regularly evaluate curricular and organizational resources to ensure that rigor is embedded in all classrooms in order to further the work of the CCLS for all learners.

Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.

- Time constraints involving professional learning periods.
- Maintaining a consistent approach for providing timely feedback to teachers.

Describe the degree to which your school's 12-13 SCEP was successfully implemented.

- Our goals for the 2012-2013 were met.
- Our activities received the appropriate funding and was successfully implemented

Were all the goals within your school's 12-13 SCEP accomplished?

x	Yes			No
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If all the goals were not accomplished, provide an explanation.

Did the identified activities receive the funding necessary to achieve the corresponding goals?

x	Yes			No
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Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP

Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

- Staff's reluctance to align with the new initiatives and vision.
- Staff is charged with learning and implementing a new curriculum. (technical challenges)
- Cultural challenges- unspoken views/beliefs that conflict with the new instructional techniques.
- Staffing
- Time and attendance. Teachers' consistent lateness absences and requests for leaves that inevitably decreases the students' exposure to quality instruction.
- The need for consistent behavioral management practices across many classrooms.

List the 13-14 student academic achievement targets for the identified sub-groups.

- SWD's – All SWD's will demonstrate a 5% growth in literacy and math as evidenced by performance tasks.
- ELL's – All ELL's will demonstrate growth in Literacy skills (Beginner, Intermediate, Advance) as evidenced by the NYSLAT exam.
- Lowest 1/3 – Our lowest third population will demonstrate gains(5%) in Literacy and Math as evidenced by formative and summative assessments

Describe how the school leader(s) will communicate with school staff and the community.

- The school leader(s) will communicate to staff and community through faculty conferences, 37 ½ minute extended time, lunch and learns.
- School leaders will meet with cabinet and specialists (Intervention, Math, Literacy, ESL teachers) who will turnkey the information to the appropriate constituents.
- Administration will provide Professional Development in enhancing the analysis of data to determine how students are performing within our building.
- Collaboration with the parent coordinator, PTA executive board and the SLT to effectively disseminate information.

Describe your theory of action at the core of your school's SCEP.

- If teachers collaborate in professional learning communities and participate in professional development, they will be able to align their understanding around rigor and the development of text dependent questions to carefully design and engage all students through text dependent questions aligned to the common core, and adjust instruction as needed, then students will develop the skills of citing evidence from texts, enhancing critical thinking and comprehension, becoming College and Career Ready.

Describe the strategy for executing your theory of action in your school's SCEP.

- Increase teacher's opportunity to participate in professional learning communities.
- Administrators and cabinet members provide professional development for staff and parents re: text dependent questions.
- In inquiry teacher teams, teachers will transition to LATP (Looking at Teacher Practice) to modify and adjust their development of text dependent questions.
- Teachers
- Support staff in establishing a clear and aligned understanding of rigor will:
 1. Support student's academic and social self-awareness through the development and ongoing monitoring of goals.
 2. Enhance school-wide expectations/culture through Positive Behavior Interventions and Supports.
 3. Foster a rich collaborative practice with parents to support their understanding of the school's expectations and increase their participation.

List the key elements and other unique characteristics of your school's SCEP.

- In developing our program this year and looking at last year's challenges we have created imbedded time to implement our Professional Development plans. Our 37 ½ minute extended time will be use twice a week for Danielson training, and the other two sessions will be devoted to intervention with our lowest third students. Our Inquiry team meetings (weekly) will be followed directly by a common planning period to further discuss implementations of best practices.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

- Budget to support activities aligned to our goals.
- Administrative cabinet positioned to support staff in professional development and pedagogical practice.
- Principal's communication of clear expectations to staff and community at large.
- Distributive leadership among Administrative Cabinet members.
- School engages in ongoing cycles of reflection to monitor and adjust our practices to increase student outcomes.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Improve processes to regularly evaluate curricula and organizational resources to insure that rigor is embedded in all classrooms in order to further the work of the CCLS for all learners.							
Review Type:	QR	Year:	2012-2013	Page Number:	6	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader’s vision		2.3 Systems and structures for school development
	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, all teachers will receive 3-6 short frequent observations to provide meaningful, specific, and timely feedback as measured by the Charlotte Danielson’s Framework for Effective Teaching rubric, to improve teacher practice and student outcomes, as evidenced in ADVANCE.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
1. Strategies/activities that encompass the needs of identified subgroups	
<ol style="list-style-type: none"> 1. Administrators will schedule and conduct observations and provide timely feedback; teachers will utilize self-reflection forms 2. Vertical Inquiry Team-all lead teachers will participate in a focused Inquiry cycle to evaluate student performance tasks and teacher practice a minimum of (3x) as aligned to common core and the Teacher’ effectiveness Rubrics during the 13-14 school year. 	
2. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. Administration and teaching staff 2. Lead Teachers, vertical Inquiry Team members, Administrative Cabinet. 	
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. Self-reflections will be used before and after each observation to measure the alignment between teacher’s self-assessment and observed practice. 2. Inquiry teams will analyze student work and teacher practice to monitor shifts in student learning and teacher practice. 	
4. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> 1. All teachers will be observed a minimum of 4 times and will engage in a reflection beginning September 2013—June 2014. 2. Teacher teams will meet a minimum of once a month 	
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
<ol style="list-style-type: none"> 1. No cost factor associated with this activity. 2. 14 teachers meet two hours a session x ten sessions = see Galaxy; one supervisor x two hours per-session x 10 sessions = see Galaxy. 	

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.							
X	PF Set Aside		Tax Levy		Title IA		Title IIA
						Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen the belief that all students improve from high quality instruction that consistently provides multiple entry points into the curricular and reflect high levels of thinking in student work for all learners.

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	3.3 Units and lesson plans
	3.4 Teacher collaboration	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, students will be exposed to CCLS aligned units of study in ELA, as evidenced by the ELA performance tasks and SFO's in Advance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. All teachers will engage in Curriculum Mapping during teacher team meetings to modify, adjust and identify supplemental resources to provide access to the performance tasks and the curriculum for all students including ELLs, SWDs and lowest third population.
2. All teachers of ELL's and SWD's will analyze student work using the Looking at Student Work Protocol and Looking at Teacher Practice Protocol to ensure that multiple entry points are consistently provided across the curriculum.
3. Identified students in grades 2-5 will attend a Saturday Academy ELA intervention.

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

- 1 Administrator, all teacher teams and literacy specialist.
- 2 Administrator, all teacher teams and literacy specialist.
- 3 10 teachers; 1 administrator

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

1. All teachers will monitor and update literacy portfolio and cover sheets to demonstrate evidence of student exposure to CCLS aligned Units of Study; performance tasks.
2. Administrators monitor consistent use of multiple entry points across the curriculum during SFOs.
3. Pre and post assessment will be done for each student

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

1. All students will partake in a minimum of five Performance Tasks between October 2013 and June 2014.
2. SFO's conducted from September to June 2014.
3. Nine week program – Jan – Apr.

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

1. F-Status teacher three days a week x 13 weeks
2. No cost for this activity
3. 10 teachers x 3 hours x 9 sessions at per session rate = see Galaxy; 1 administrator x 3 hours x 9 sessions at per session rate = see Galaxy

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen the belief that all students improve from high quality instruction that consistently provides multiple entry points into the curricular and reflect high levels of thinking in student work for all learners

Review Type:	QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all students will be exposed to CCLS aligned units of study in math as evidenced by the math performance tasks and SFOs in Advance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. All teachers will engage in Curriculum Mapping during teacher team meetings to modify, adjust and identify supplemental resources to provide access to the performance tasks and the curriculum for all students including ELLs, SWDs and lowest third population.
2. All teachers of ELL's and SWD's will analyze student work using the Looking at Student Work Protocol and Looking at Teacher Practice Protocol to ensure that multiple entry points are consistently provided across the curriculum.

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

1. Administrator and all teacher teams.
2. Administrator and all teacher teams

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

1. All teachers will monitor and update math portfolio and cover sheets to demonstrate evidence of student exposure to CCLS aligned Units of Study and

- performance tasks.
- Administrators monitor consistent use of multiple entry points across the curriculum during SFOs.

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

- All students will participate in a minimum of five Performance Tasks between October 2013 and June 2014.
- SFO's conducted from September to June 2014.

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

- F-Status teacher three days a week x 12 weeks
- No cost involved for this activity

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

As indicated in the 2012-2013 School Survey, there was a 25% decrease in the number of teachers who strongly agreed that they were safe in this school.

Review Type:	NYC School Survey	Year:	2012-2013	Page Number:	3	HEDI Rating:	NA
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
x	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, PS253Q will implement a school wide PBIS program in order to decrease Principal and Superintendent Suspensions by 10% as evidenced in OORs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

- All staff will participate in PBIS training to establish Schoolwide Behavioral Matrix. PBIS Team will design lesson plans that will help students develop behaviors as indicated in the Schoolwide Behavioral Matrix. School staff will provide positive reinforcement to students in acknowledgement of positive behaviors.
- P.S 253 will establish a seven member PBIS Committee to design our school's PBIS Framework.

- PS 253 staff will be trained in Cloud 9, a Character Education program to teach and reinforce our school's behavioral expectations as indicated in our Schoolwide behavioral matrix.

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

- PBIS Committee members and all staff
- PBIS Committee/ teacher team
- All staff

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

- Administration and staff monitor OORs entries on a monthly basis to track effectiveness of program.
- The PBIS Committee will conduct a comparative progress analysis of PPT logs, SBST logs, and student removals to evaluate the impact of Cloud 9 and the PBIS 3 Tier model on student from behavior from September 2013-June 2014
- In conjunction with Cloud 9; PS 253 will be implementing the PBIS 3 Tiers model to increase academic performance, improve safety, decrease problematic behaviors and establish a positive school culture. To identify our target populations: Tier 1 (Universal Tier) will include All Students. This tier will focus on reducing new cases of problem behavior and increase instruction time. Tier 2 (Secondary Tier) will consist of some At-Risk Students. Our goal tier 2 will be to determine function and reduce current cases of problem behavior. Tier 3 (Tertiary Tier) will incorporate a Few High Risk Students. This tier will focus on reducing complications, intensity and severity of current cases.

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

- Monthly from October 2013-June 2014
- Weekly from October 2013-June 2014
- Weekly from October 2013-2014

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

- No cost involved for this activity
- PBIS Teacher Team comprised of seven teachers x 1.5 hours x 25 sessions; Professional development 7 teachers x 1 hour per week x 20 weeks
Cloud 9-There is no cost for this activity

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
x	PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

As indicated in 2012-2013 NYC School Survey, 60% of the parents either never attended or attended fewer than two PTA meets that school year.

Review Type:	NYC School Survey	Year:	2012-2013	Page Number:	7	HEDI Rating:	NA
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the school will engage the community regarding CCLS instruction and college and career readiness as measured by a 5% increase in parental involvement, evidenced by monthly PTA meetings, agendas, Parent Teacher conferences and sign in sheets.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. PS 253Q will engage parents in ongoing CCLS and college and career readiness PD to foster parental understanding and increased parental involvement in Schoolwide activities.
2. PS 253Q's Parent Coordinator will host ongoing monthly ARIS training workshops to facilitate parents understanding of the data reporting tool. PS 253Q will provide translation services for groups of five and under via personnel groups of ten and higher will have the opportunity to receive translation via the translation units. Workshops will be conducted by PTA, teachers and community based organizations.

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

1. Administration, guidance counselor, school staff.
2. Parent Coordinator, school staff, selected PTA members, and CBOs

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

1. School staff will monitor sign in sheets for monthly PTA meetings, PT Conferences, and monthly professional development workshops to identify trends in attendance
2. Parent coordinator will monitor sign in and feedback sheets as well as translation services used to adjust ongoing workshops as needed.

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

1. Ongoing from September 2013 to June 2014
2. Ongoing from September 2013 to June 2014

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

1. No cost for this activity
2. 30 Translation Units = see Galaxy

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p>Extended Day Small Group Instruction <i>{ReadyGEN & Go Math}</i> SETSS <i>{Literacy Took Kit: Harcourt}</i> ESL <i>{Talk About: Iversen Publishing}</i> RTI <i>{Foundations & Leveled Literacy Intervention Kit}</i> Afterschool</p>	<p>Extended Day – Small Group (no more than 10 students) Small Group Instruction – Small Group {Guided Reading/Writing} (no more than 6 students) or Individual One-to-One Support {Student-Teacher Conferences} SETSS – Small Group (no more than 5 students) ESL – Small Group (no more than 10 students) RTI – Small Group: Tier 2 (no more than 10 students) Tier 3 (no more than 5) Afterschool – Small Group (no more than 15 students)</p>	<p>Extended Day – Before School 37 ½ minutes 4 days/week for our Levels 1 & 2 in Grades 1 – 5 Small Group Instruction – During the School Day: 15 minutes 3 times/day as part of our Core Program for All students SETSS – During the School Day 45 minutes 3-5 days/week for our student with IEPs ESL – During the School Day 45 minutes 2 days/week for our ELL students RTI – During the School Day 30 minutes 3 days/week for our Tier 2 & 3 students in Grades K – 5 Afterschool – After School 1 ½ hours 3 days/week for our Levels 1 & 2 in Grades 3 – 5</p>
<p>Mathematics</p>	<p>Mathematics intervention is provided</p>	<p>These services are provided through small group instruction, one to one</p>	<p>Service will be provided during the school day, 37 ½ minute extended</p>

	to all level 1 and 2 students. The strategies used are the 8 mathematical practices with an emphasis on practice 3 (explain your thinking) and practice 4 (model with mathematics). The programs used are Go Math differentiated activities for ELL's, RTI Tier2 and Tier 3.	conferencing, peer to peer tutoring.	day and the Saturday Program.
Science	Harcourt Science Program (Alternate Lessons Companion), smart board activities, Real World Videos, Exploration of the scientific method.	Hands on activities in the science lab and classroom through small group instruction.	Science periods, during the school day.
Social Studies	Small Group Instruction <i>{Houghton Mifflin Harcourt}</i>	Small Group Instruction – Small Group (no more than 10 students) or Individual One-to-One support {Student-Teacher Conference}	Small Group Instruction – During the School Day 15 minutes 3 days/week with flexible groups in Grades 1 – 5
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students receive guidance at-risk services consisting of: individual and group counseling to address personal issues, peer conflicts, academic issues, outside referrals, administration for children services intervention, foster agencies/family issues. The school Psychologist is available to provide pre-referral or crisis-oriented behavioral guidance to students experiencing emotionally stressful circumstances or presenting classroom behavioral difficulties, after parent consent.	At risk Counseling for high risk students. Behaviors included: not following rules, disruptive behavior, mental health issues, community referrals, support services for staff & students, counseling needs to be approved by parent and be in group or on an individual basis. At risk individual and group counseling to address: specific hygiene issues, health related concerns, environmental infestation, medication, (home and/or school) previous or upcoming hospital visits, abuse issues, transportation safety, and nutrition and suicide intervention. Service is provided during the school day, as needed.	Service is provided during the school day as needed.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- The pupil personnel secretary will work closely with the network Human resources point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

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).

- The Administration, Teachers, Support specialists, systematically conduct professional development sessions, intervisitations and demonstration lessons. These provide the staff with strategies to assess and improve student achievement and outcomes. Each grade has its prep period the same time each day. This allows the teachers to meet and discuss methodologies that would allow students to achieve. In addition, monthly grade conferences are held in order to monitor and address the particular needs of the teachers and students. Monthly faculty conferences are also used to provide PD. Educators are also provided with additional opportunities to attend PD sponsored by the DOE, Network, and/or other educational entities.
- We will offer ongoing professional development to increase teachers' skills in methodologies to improve student behavior and sound pedagogical techniques in teaching students with disabilities. Our professional development (PD) will be based upon data-driven student needs and geared towards sound research validated practices. All PD will be matched to curriculum content and aligned with Common Core Learning Standards.
- Our school retains and develops highly qualified teachers by guiding their work through collaboration with the teachers on their grade, PD, and assistance from specialists.

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.).

Funds are coordinated to provide resources for families so that students can gain exposure to the music and the arts. Families are also provided workshops and trainings to support them in specific areas of 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.).

The school hosts weekly workshops for parents that welcomes families to the 253 community and support their understanding of the school's expectations as well as provide strategies for how parents can help children at home. Children are screened for Early Intervention needs. Social worker works closely to support families who may be having a difficult experience with their child.

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.

- Decision making progress: Coming to a consensus on the common formative assessments that will be used from the optional Assessments in the Fountas and Pinnell Benchmark Assessment System (K-2_ and the ReadyGEN assessment (formative, performance based assessments, end of unit tests(3-5)
- Based on several units of study teachers select: Quarterly benchmark assessments, Common Core aligned Monthly Unit

assessments, In math monthly performance tasks, mid unit check point assessments, weekly/bi-weekly quizzes, and Quarterly instructional projects.

- Professional Development in Math includes analyzing baseline and benchmark assessments through an item analysis of skills and standards test, identifying the lowest third, identifying strengths and weaknesses in a class across grades, setting measureable student, group and class goals based on results from assessments, and providing appropriate RTI activities to meet the needs of each student. In ELA professional development includes identifying the DOK levels of PBA's, the formulation of groups within a class to address the multiple entry points, the identification of students in specific subgroups, developing rubrics and looking at student work during the inquiry process.

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).

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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;

PS 253Q will:

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

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
- 14.

Support home-school relationships and improve communication by:

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

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 with 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;
-

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

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

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.

School Parent Compact

2013 - 2014

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

4. Parent involvement will occur through attendance at Annual Back to School Night to present and discuss curriculum expectations, assembly programs, and parent volunteers for the classroom, cafeteria, library, PTA meetings, fundraising events, and outreach by the Parent Coordinator.

5. Meetings are scheduled at various times during and after the school day to accommodate parents.

6. P.S. 253Q is a School Wide Program School which supports and encourages Parent Involvement.

Phoebe Robinson/Principal

Roselyn Mendez / PTA President

**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 27	Borough Queens	School Number 253
School Name P.S. 253 Queens		

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 Phoebe Robinson	Assistant Principal Fred Iorio and Miryam Schwartz
Coach Glenda Miller	Coach Annie Dindial
ESL Teacher Cyd Disler	Guidance Counselor Albryz Walsh
Teacher/Subject Area Cindy Ramirez	Parent Roselyn Mendez
Teacher/Subject Area Giselle Quintana	Parent Coordinator Jean-Marie Fougere
Related Service Provider Candra Sutherland	Other Jugena Cela
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	515	Total number of ELLs	115	ELLs as share of total student population (%)	22.33%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	84	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	31	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)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	84	0	6	31	0	7	0	0	0	115
Total	84	0	6	31	0	7	0	0	0	115

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	0	0	0	0	0								0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	23	20	7	13	16								105
Chinese		1			1									2
Russian														0
Bengali						1								1
Urdu														0
Arabic			1	1										2
Haitian		1												1
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1					2								3
TOTAL	27	25	21	8	14	20	0	0	0	0	0	0	0	115

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)	14	3	1	1	3	6								28

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	12	14	3	4	9								44
Advanced (A)	11	10	6	4	7	5								43
Total	27	25	21	8	14	20	0	0	0	0	0	0	0	115

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				!Und
4	8	4	2	0	
5	12	3	2	0	
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								
4	6		3		3		2		
5	10	1	5		2	1	0		
6									
7									
8									
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		7	2	5		1		
8									
NYSAA Bilingual (SWD)									

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)	0	0	0	0				
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools that are used to assess the early literacy skills at our school include Fountas and Pinnell, in-house assessments and performance tasks. The data provides insights into the type of instruction, what needs to be taught and what areas the children have mastered. It also tells us which students have not mastered specific skills or concepts and need additional assistance. It provides the teachers with insights into the reading level the students are on at each grade level so the teachers know how many students are on grade level in reading, how many are below grade level and how many are on grade level. It tells us whether students use higher order thinking skills when reading. It also shows which students need more help meeting CCLS. The data shows that most of the ELLs are far below grade level in the beginning and intermediate levels and approaching grade level in the advanced levels of proficiency. In grade 4, the data shows that 8 out of 14 scored a level 1 on the NYS ELA and in grade 5, 12 out of 17 scored a level 1 on the NYS ELA. The data helps inform the school's instructional plan by showing areas of need in the literacy program. It also shows whether the programs in place are working to meet the students' educational needs.

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

The data reveals that most beginners are in the Kindergarten and only a few beginners are in grades 2-5. Grades 1, 3 and 4 have more advanced students on the NYSESLAT than beginners while Grades 2, 4 and 5 have the most intermediate students. More needs to be done in Grades 4-5 to move our students from Intermediate to Advanced or Proficient. This means that for some students we need to focus on vocabulary development, reading comprehension and writing. Other students need to spend more time developing listening and speaking skills. On the LAB-R, we have very few students in the intermediate proficiency level and a large group in the beginning and advanced levels. This shows us that the children who are new to our school, have different skill levels and that the teacher must address these differences in order to help these children reach proficient levels in English.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Instruction will be based on the needs of each individual student. The NYSESLAT scores and scores on the NYSESLAT modalities help the teacher plan how the content will be taught, which children will be grouped together and how instruction needs to be differentiated. Since we use flexible groupings, the teachers change students in each group based on their skills and current assessments. Students who are proficient in listening and speaking will focus on reading and writing skills. Those students who have not mastered listening, speaking, reading and writing will spend more time improving in all areas. Goals will be set throughout the year to focus on areas the child needs improvements in. The ESL teacher, AIS teacher, classroom teacher, literacy coach, math coach and SETTS teacher(if applicable) will be involved in the process. AMAOs are used to improve instruction for ELLs and to decide which grades and students need additional services because they have not made enough improvements. It also helps to see which grades have made sufficient improvements. The data reveals that students are showing improvements across the grade levels. However, when we examine our AMAOs, the ELLs at P.S. 253 need to make greater gains from year to year in their progress. Furthermore, there are not enough ELLs becoming proficient in English. The data reveals that students in all grade levels had difficulty obtaining proficiency in the listening modality. In grade 1, 22 out of 26, 15 out of 22 in grade 2, 5 out of 8 in grade 3, 11 out of 15 in grade 4 and 15 out of 19 in grade 5 did not meet proficiency levels in listening. In the speaking modality, the students also had difficulties becoming proficient. In grade 1, 25 out of 26, in grade 2, 22 out of 22, in grade 3, 8 out of 8, in grade 4, 15 out of 15 and in grade 5, 19 out of 19 did not attain proficient on the speaking modality. On the reading subtest, more students obtained proficiency levels. About half the students in each grade were proficient in reading. In writing, the students also did better than the listening and the speaking. For example, in grade 1, 13 out of 26 were proficient and in grade 4, 8 out of 15 were proficient. This reveals that more needs to be done to help students develop listening and speaking skills.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The patterns across proficiencies for the ESL program shows that students are making improvements on the NYSESLAT. More students in grades 2 and 5 need to show more progress since they have a high number of Intermediate level students. ELLs taking tests in

both English and their native language are having difficulties performing well on State tests. The results for the two students who took the math test in grade 5 were mixed. One score a level 3 and one scored a level 1. We do not have a bilingual program or a dual language program at our school.

b. Based on the ELL assessments, instruction is tailored to meet the needs of the children who are scoring below level and those who do not make enough progress from the October test to the March test. Goals that were previously set for each child academically are re-examined based on the assessment outcomes. School leadership and classroom teachers use these assessments to drive instruction, differentiate instruction, set up programs in the building, evaluate current methods of teaching and look at additional resources and materials to use.

c. The information that we gather from the periodic assessment shows that vocabulary development and grammar instruction need to be implemented daily. Reading and ESL strategies need to be used to facilitate reading comprehension. Native language is used to help students who are new to the school and are beginners on the LAB-R. The school uses the native language for math instruction. Students are given math workbooks and math textbooks in the native language to encourage comprehension in math. Native language is also used in literacy in grades 3- 5 for students who are new to the country and do not know enough English to English tradebooks.

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

In order to guide instruction for ELLs within the Response to Intervention framework, the classroom teachers monitor the students at the Tier I level. They provide meaningful lessons, set challenging academic goals and build abilities through dialogue, questioning and sharing ideas. At this level, teacher uses unit tests, performance tasks, classroom assignments and class participation to determine who needs further assistance. The teachers use the data from the assessments to see which students have not mastered certain skills or concepts and need to be re-taught. On the Tier II and III levels, the ESL teacher, SETTs teacher and AIS teacher provide more targeted instruction and additional academic support to help students. Data such as classwork and participation in these smaller groups is evaluated to see if the child is progressing successfully with this extra assistance. Classroom teachers work with out of classroom personnel to improve the Tier II and III services. The out of classroom teacher uses different strategies to try to help students master skills and concepts. If the child still does not make any progress, the teacher meets with the School Based Support team.

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

The ESL teacher meets regularly with classroom teachers, clusters and other related service providers to make sure the instructional needs of the ELL students are being met. They receive a list of the ELL students in their class with the students proficiency levels on the LAB-R or the NYSESLAT. The ESL teacher lets teachers know about the parents' responses on the Home Language Survey and the parent interview such as how much schooling they had in another country and/or home much English is used at home as well as if the child has someone to help them at home with the homework. In addition, the ESL teacher plays a role in inquiry meetings, staff conferences and grade conferences. The ELL teacher also provides ELL training to the classroom teachers to make sure that the child's second language development is considered in instructional decisions.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Our school does not have a dual language program.

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

We evaluate the success of our ESL program by studying assessment data. We look at informal assessments and formal assessments such as the NYSESLAT, New York State ELA exams, New York State Math Exams, NY State Science tests, Acuity, Performance Tasks, and Fountas and Pinnell Reading levels. In addition, we check to see if we met AYP for the ELLs and our AMAOs.

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](#).)
 1. During the initial contact with the parent and child, the HLIS is administered by either Ms. Cyd Disler, or a trained pedogue who will be present at this time. Cyd Disler's qualifications include being the ESL teacher with an MA in TESOL. After the HLIS is filled out, the ESL Teacher interviews the parent and child separately, orally in English and in their native language. The child is given an informal assessment to see if the child is eligible to be tested on the LAB-R. If a survey indicates that a second language is used at home but only some of the time (only 1 or 2 questions are responded to with a second language), other information will also be looked at such as whether the student went to an English speaking school for pre-kindergarten, report cards from the other school and how much time they spent in the other school. The teacher describes the ELL programs available to the parents and the child is given an informal assessment if the parent is interested. Either Ms. Disler or the pedogue is present during this process. If it is decided that the child does speak another language, the LAB-R is administered by Ms. Disler within 10 days of admission. If the child speaks Spanish, and scores a level of beginning, intermediate or advanced on the LAB-R, the student will take the Spanish LAB. They will be given an entitlement letter and the parent will attend a orientation and complete a program selection form. This information is entered on the ELPC screen of ATS within 10 days of admission. We review NYSESLAT scores by looking at the listening, speaking, reading and writing subtests. We print out the RMNR and make graphs of the students performance as a total score by grade, listening, speaking, reading and writing subtests and discuss how the students performed and what areas do the students need to improve and ways that we can achieve these improvements. We will also use the AMAO Toolkit.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 - 2.. The school holds several parent orientation meetings during the first month of school for parents of new students and then, when new student are admitted throughout the year if necessary. The parent coordinator, Mr. Fougere and the principal, Ms. Robinson play a big part in this process. Cyd Disler, the ESL teacher sends home the entitlement letters and holds the meeting. This is done within the first 10 days of admission but after the student takes the LAB-R and scores a proficiency level of beginning, intermediate or advanced. The parents come to the school. The orientation film is shown to the parents at this times. We also provide translators. Wriiten information is given to the parents. Parents and teachers are also at hand to speak about the program. The orientation video and meeting with parents is held during the first ten days of admission . The structures that are in place to ensure that parents understand all 3 choices include translators are available to answer questions that the parents may have. The principal and assistant principal are also available to answer questions and deal with parent concerns. Parents can also visit other schools that offer a bilingual or dual language program. If parents do not come, the ESL teacher , Cyd Disler and the Parent Coordinator, Mr. Fougere call the parents to come to the school for the meeting. Cyd Disler has an MA in TESOL and NYS certification in TESOL.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
 3. The ESL teacher, Cyd Disler, keeps a checklist of the names and dates when entitlement letters were sent out. Attendance sheets are also kept for parents that attended the meeting and a list of parents that responded to the survey. Parents are called if they do not attend the orientation meeting. The original copies are stored in the individual student's cumulative folder while a copy is kept in the ESL teacher's (Ms. Disler) binder. If the form is not returned, the parent is contacted about transferring their child to a transitional bilingual program. The Continued Entitlement letters are also distributed to parents. Continued entitlement letters for students who transferred from another school and do not have a parent choice letter are photocopied and kept on file. A list of students who were sent a continued entitlement letter with the date the letter was sent and a sample form are kept in a binder for those students who have a parent choice letter on file in the school. The school prints out the RLAT from the ATS to determine NYSESLAT eligibility.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. Based on the informal assessment at the time of registration, the responses on the Home Language Survey and the Lab-R administration and results, students are placed in appropriate ESL instructional programs. Entitlement letters are sent home after the scoring of the LAB-R so parents will attend the Parent Orientation. Orientation meetings are held by the parent coordinator and the ESL teacher in the native language. Information explaining the ELL programs is given orally and in writing. Placement letters are sent home after the parent completes the Parent Selection form. This placement letter lets parents know what program their child has been placed in. The ELPC screen on the ATS is updated within 20 days listing whether there was a parent orientation , what the parent's choice was and what program the child was placed in. All of these communications take place in the parents' home language.

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

The procedure for administering the NYSESLAT includes making a schedule for testing each subtest and grade level. Before the NYSESLAT testing begins, a copy of the RLER is printed from the ATS, the list is compared with the list of ELL students in the building receiving ESL services. A list of students taking the exam is kept with a checklist. After each part of the NYSESLAT is taken, the subtest is checked off next to each child's name. If a child has an answer sheet but the name is neither on the RLER nor the list of ELLs, the child's name and ID number are checked on the ATS to determine why an answer sheet was generated for that child. The RLAT is checked to see if this child took the NYSESLAT or LAB-R. In this way, we can determine if this child should be tested or if he or she received an answer grid in error. The ESL teacher, Cyd Disler, administers the NYSESLAT. In addition, after the students are tested, a list of students who were absent during part or all of the administration of the test and make-ups are given. A checklist of names of students who took the NYSESLAT are kept for each section of the NYSESLAT. The names of each child who has a completed answer grid for Listening, Reading and Speaking/Writing is checked off on the checklist.

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. 

Based on the parent surveys and program selection forms, the trend in parent choice shows the majority of parents chose the ESL program. 10 parents chose the ESL program in 2013, 10 parents wanted the ESL program in 2012 and 19 parents chose the ESL program in 2011. In 2013, 7 parents requested a bilingual program and 4 chose a dual language program. In 2012, 16 parents wanted a bilingual program for their children. The ESL program is in alignment with parent requests. This year, there was not enough parent support for a bilingual or dual language program. Parents were offered the opportunity to transfer to another school but the parents wanted their children to stay at P.S. 253. We will build alignment between parent choice and program offerings by providing workshops in English and Spanish to help our ELL parents and children and maintaining communication between the ELL parents and the school. The administration uses trends to plan for the future by deciding if the school should hire more personnel who speak English and Spanish, and whether another ESL teacher is needed.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. Our model is a push-in/pull-out model with co-teaching in which the regular education teacher and the ESL teach collaborate together.
 - 1b. We are a heterogeneous program model with mixed proficiency levels. We also have a block where children of the same grade travel together as a group.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2. Students receive 360 minutes per week of ESL service. This is only provided to beginning and intermediate students. The advanced students receive 180 minutes and 180 minutes of ELA instruction. These services are built into their daily schedules. NLA is not taught because there is no Bilingual or Dual Language Programs at our school.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. All content areas are taught in English using current approaches and methods. We use a hands on, visual and auditory method in order to include all 4 modalities of learning(listening, speaking, reading and writing). Language Experience Approach, Total Physical Response, Q-TEL, Culturally and Linguistically Responsive Core Instruction and CALLA are also methodologies that are used to foster language development and meet the demands of Common Core Learning Standards. The ESL program uses English to teach the students. ReadyGen, Time for Kids, Hot Topics and Comprehension Strategies Kit as well as Go Math are used to teach the ELL students content area knowledge, concepts, literacy and thinking skills.

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

Students who come to school for the first time are given the Spanish LAB after they are tested on the LAB-R and are Beginning, Intermediate or Advanced. Native language tests for students are made available when needed.

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

P.S.253 ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by administering informal assessments, class participation, written work, Fountas and Pinnel reading levels, Kindergarten-grade 2 Fountas and Pinnel Diagnostic Options(Early Literacy assessment and Sight Words), running records, end of unit tests, MOSL tests, ELL Assessments, NYSESLAT scores and performances tasks. Teachers meet during inquiry periods each week and discuss student work. P.S. 253 ensures that ELL students are evaluated in all modalities by keeping a binder of student data for each child listing the students scores on rubric based assessments, NYSESLAT/LAB-R scores and record of interactions with students

6. How do you differentiate instruction for ELL subgroups?

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

6a. SIFE student would be given individual instruction using phonics instruction, grammar, developing listening skills along with reading and writing. Number sense and basic math skills would also be part of the daily curriculum.

6b. Students receiving services for less than 3 years would receive instruction in oral language skills, writing, reading and developing listening skills. ELLs taking ELA tests would require instruction focused mainly on reading, reading comprehension, answering questions and writing.

6c. Our plan for ELLs receiving service for 4 to 6 years would focus on vocabulary building, reading comprehension, writing skills and listening skills and developing speaking skills. We also provide these children with a great deal of reading materials of different genres. ESL strategies will be used such as CALLA and Q-TEL.

6d. Our plan for long term ELLs includes receiving intervention services both in and out of the classroom. After school and weekend enrichment programs along with classroom instruction that is tailored to the students needs. The student will be provided with a variety of reading materials from different genres. We will provide strategies to develop comprehension and language acquisition.

6e. Former ELLs(in years 1 and 2 after testing proficient will receive additional ESL intervention in the classroom. These students will be given additional literacy and content area support for 2 years. They will attend afterschool programs and the Saturday School for enrichment. and AIS support. They will also receive testing accommodations for 2 years. These accommodations are time and a half on all New York State tests.

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?

ELLs with special needs are provided with plenty of visuals and dramatized reading material. Total Physical Response methodologies buiding academic vocabulary, simplifying content and concept knowledge are ways to provide access to academic content and accelerate English language development. The technology that is used to help these students includes Smart Boards, CD players and computers. The ESL teacher meets with the School Based Support Team and the Assistant Principal and/or the Principal to make sure ELL-SWDs get the correct ELL services. In some cases, a Bilingual Assistant helps the student in class throughout the day. The ELL- SWDs use the same materials and do the same work as the mainstream students. However, the tasks and assignments are differentiated based on the student's abilities and on the IEP. Some students may need simpified instruction using only one or two words while others may need simpler language or have the task broken down into smaller components. Furthermore, multiple intelligence problem solving strategies are also used by teachers to promote academic success. These strategies include linguistic, logical-mathematical, bodily-kinesthetic, muscial, interpersonal and naturalistic.

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?

Our school uses curricular, instructional and schedule flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment through Saturday School, afterschool programs, small group instruction, trips, special events like Field Day, lunch time and recess. The ELL-SWD are in the same classes with the mainstream students in Saturday School , afterschool programs and in small group instruction. P.S. 253 ensures that flexible porgramming is used to maximize time spent with non-disabled peers through meetings between the general education teachers, special education teachers, the out of classroom teachers, SETTs teacher and School Based Support Team as well as the administration. At lunch time, ELLs -SWDs eat at the same tables and at the same time as the non-disabled students. They also play together at recess. By encouraging mainstream children to interact with ELL-SWDs, we are able to help these children achieve their IEP goals.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has

native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9.. Our intervention plans for ELLs include AIS (Academic intervention services) and RTI (Response to intervention). There are after school programs to work with students in grades 3-5 who are performing at Level 1 in math and/or literacy. These ELL student are beginners, intermediate and advanced students who are below level on assessments, performance tasks and state tests. Teachers also work with students during 37 1/2 minutes to tutor groups of students who need remediation. Our math and literacy specialists are very active and provide small group instruction for students who need additional support. Modeling strategies are used in Math, Literacy, Science and Social Studies. Other interventions include instructing students in academic language and writing non-fiction pieces. Differentiating instruction , simplifying language, simplified reading materials, using graphic organizers and pictures are also used in targeted intervention programs.

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 program is effective and meets the need of our ELLs in both content and language development because our ELL students have shown improvements on the NYSESLAT, NYS ELA and Math tests as well as performance tasks and in house assessments. By analyzing our NYSESLAT scores, we see that many students moved up a proficiency level from 2012 to 2013. In grade 2, 13 out of 22 students moved up 1 proficiency level. In grade 4, 7 out of 15 moved up one proficiency level and one student scored proficient. In grade 4, 8 out of 14 scored a level 2 or higher on the NYS Math test. In grade 5, 8 out of 19 scored a level 2 or better. On the NYS Science test, 15 out of 19 scored level 2 or higher.

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

11. For the next school year, we plan on continuing the weekend and after school enrichment. We will also be implementing programs during our morning 37 1/2 minutes that will allow the student to interact with others socially and academically. The data to support these programs includes binders that show progress and scores on the assessments. We also added an additional ESL teacher to provide support to the 115 ELL students in the building.

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

No programs or services will be discontinued for ELLs since the children have shown improvements in all academic areas.

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

13. All students are welcome to join in any activities that the school provides. The classroom teachers, ELL teacher, Administration and Parent Coordinator send translated letters home telling parents about the programs and calling parents to encourage them to send their children to these programs. Signs are posted outside the school as well. There are specific programs tailored to the needs of the ELL population. The school offers an afterschool program for grades 2 to 5 as well as a 37 1/2 minutes breakfast program. The RTI program is also available for those students who need academic support services. There are also afterschool activities that are available to ELLs. The goals of these programs are to help the student in literacy, math and content area subjects through the use of supplemental activities and materials designed to improve the student's knowledge base and improve strategies to decode words, solve mathematical problems as well as improve comprehension in reading and academic language. Other services include Free Airways for asthma students, programs with the guidance counselor and parent coordinator, career day, and special performances in the auditorium.

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

14. Currently, we are using the Wilson program Foundations, ReadyGen and Go Math. We also have On Our Way to English, ESL series, Mondo, Time for Kids Non-Fiction Readers and Hot Topics. Houghton Mifflin Social Studies Series, Science Harcourt curriculum, Journey Reading series for grades 3-6, and Spelling books. In terms of technology, the students use computers and Smart Boards. They research subjects on the internet. They play internet games that reinforce math and literacy skills.

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

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
16.The support services are based on student needs, assessments and teacher input. Teachers, Administrators and other personnel take into consideration the students age and grade level in deciding whether an ELL student needs additional support services and which ones they need developmentally.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
17 Parents and students are given a tour of the building. They also have the opportunity to meet with the ESL teacher, support staff, Administrators and parent coordinator to express any concerns or needs before the child comes into the building.
18. What language electives are offered to ELLs?
We do not offer language electives.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

P.S. 253 does not have a dual language program.

C. Professional Development and Support for School Staff

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

1. Professional development at our school for ELL personnel include attending ELL meetings in Queens region as well as meetings held at P.S. 253. Training is given to teachers of ELLs and non-ELLs, guidance counselor, paraprofessionals, Assistant Principals on the topics of how children become ELLs, NYS standards and mandates, language acquisition theory, ESL methodologies and strategies such as LEA, TPR, CALLA and Q-TEL, strategies to help students in math, tips for helping ELLs with the CCLS in the classroom, RTI for ELLs and NYSESLAT testing and data evaluation. The ESL teacher provides classroom teachers with strategies and insights so that the ELLs students in the class can master common core standards. These professional developments are done during staff development days such as Election day, and Brooklyn Queens Day. It is also done during grade meetings and during faculty conferences. The calendar for the profession development is

October 1, 2013- How do students become ELLs?

November 5, 2013 Strategies and Research in ESL

December 2, 2013 NYS standards and mandates

January 6, 2014 Language Acquisition Theory and ESL Methodologies

February 3, 2014 ELLs and the NYSESLAT

March 3, 2014 RTI for ELLS

April 1, 2013 Tips for helping our ELLs with the CCLS

June 12, Data for the ELLs

Attendance is taken for these meetings and agendas are given out.

2. The professional development that is offered to teachers of ELLs in supporting ELLs as they engage in CCLS includes providing insights and strategies to help students answer questions, comprehend information taught as well as ways to provide help to those who have difficulties learning concepts. These professional developments include how to teach children to answer different kinds of questions, what information is needed to answer certain questions, simplifying language and text and vocabulary development. These activities help teachers provide support to ELL students in class because the teacher has strategies to help students master the material taught.

3. The support that we provide to staff (teachers and guidance counselors) to assist with the transition from elementary to middle school includes data on students and Portfolio assessments as well as binder assessments. The staff also has access to the ARIS link. The teachers and parent coordinator are also supported by the school leadership when dealing with parents who have difficulties with the process of applying to middle school and finding the right middle school for their child. The guidance counselor is given professional development on the NYSESLAT and reading the NYSESLAT scores from the ATS as well as information on ARIS for the ELL students. The ESL teacher also meets with guidance counselors to explain potential difficulties ELL parents and children may have in going to middle school and finding the right middle school.

4. The 7.5 hours of ELL training for all staff and 10 hours for special education staff of training involves providing teachers and paraprofessionals with professional development on the process of becoming an English Language Learner, LAB-R and NYSESLAT testing, Second Language Acquisition Theory, Strategies and Methodologies in ESL, Programs for ELLs, helping students meet the CCLS, and data for the ELLs. This is done on Staff Development days and grade meeting and conferences.

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 - 4. Parental involvement is an intricate part of our community. Throughout the school year, the school holds workshops and events that allow for parents to come into the building and take part in classroom and school based activities. PTA meetings are held in the evening. Workshops include literacy and math night, and game night. Workshops are also held during the school day and night to help parents with homework, parent volunteer training, ELL orientation, ELA information, State Math information and programs and services to assist children. The school also partners with agencies such as the Addabo Clinic to provide services to parents of the ELL population. The school also has Project Hope to help students who were affected by Hurricane Sandy. We evaluate the needs of the parents through meetings arranged by the parent coordinator and the PTA. Various forms, surveys and tools are used to evaluate parent needs. The Parent Coordinator uses online Parent Need Surveys and the Parent Survey from Lee Cantor's Parents on Your Side Administrator Guide. Letters sent home are translated so that information is clear to all of our parents. Parent needs are also based on teacher input. We address parental involvement activities based on the classroom instructional curriculum. These include holiday and special celebrations. Parents are always welcome to come in and assist within the school setting. Translation services are available in the school through teacher and staff members that speak that particular language as well as through the DOE translation unit. Letters to the parents and school calendars are translated into applicable languages based on the Home Language Surveys that were filled out at registration. We also have parents who translate during PTA meetings. The Parent Coordinator plays an important role in the school in that he holds meetings and workshops to help parents meet the educational, physical and psychological needs of their children. He gives out surveys, and checklists to see what areas parents need workshops to improve their knowledge and coping skills. He also meets with parents who are having problems with teachers or school staff and tries to work out these issues.

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:

P. S. 253Q

School DBN: 27Q253

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Phoebe Robinson	Principal		11/1/13
Fred Iorio	Assistant Principal		11/1/13
Jean-Marie Fougere	Parent Coordinator		11/1/13
Cyd Disler	ESL Teacher		11/1/13
Roselyn Mendez	Parent		11/1/13
Ms. Cindy Ramirez	Teacher/Subject Area		11/1/13
Ms Quintana	Teacher/Subject Area		11/1/13
Annie Dindial	Coach		11/13/13
Glenda Miller	Coach		11/1/13
Albryz Walsh	Guidance Counselor		11/1/13
	Network Leader		
Candra Sutherland	Other <u>SETTS</u>		11/1/13
Miryam Schwartz	Other <u>Assistant Principal</u>		11/1/13
Jugena Cela	Other <u>ESL Teacher</u>		11/1/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q253 School Name: P.S. 253Q

Cluster: 2 Network: 210

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

Part A: Needs Assessment Findings

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

P.S. 253 Queens is made up of 52% Black (African American), 41% Hispanic and 1.5% Asian students. There are 115 English Language Learners which make up 22 % of the school community. The languages other than English include Spanish, Haitian Creole, Hindi, Albanian, Mandinka and Chinese. All communications to parents are translated into their home languages by support personnel who read, write and speak the appropriate languages. Home language is determined at the time the child is registered for the first time at our school through the use of the Home Language Survey. The ESL teacher or a pedagogue determines the primary language by responses on the survey and through an oral interview. Records are kept in the office of each parent's primary language.

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

According to the needs assessment findings from the previous year and current year, communicating with parents and children was a concern. For this reason, staff was selected based on certifications and language proficiencies in English and in Spanish. As a result, the staff members are available for translation and interpretation services at our school. This practice has enabled parent involvement to increase tremendously. Our findings were reported to the community through Parent Teacher Conferences, parent meetings, parent workshops, grade conferences and staff conferences. It was also reported to the community through the parent coordinator, Mr. Fougere.

Part B: Strategies and Activities

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

All written communications that need to be disseminated to the parents and the community are done either by the translation unit from the Department of Education website or in-house translations by staff members. Communications at PTA meetings are done by bi-lingual parents or staff members that attend the meetings. All parents are informed in their native language so that all parents are part of the community. In addition, a welcome sign in a variety of languages is present at the entrance of the school to make everyone feel at home at P.S. 253. There are also signs inside and outside the building in different languages giving parents information about events and important dates.

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

Oral translation services are provided by in-house personnel. 30% of our staff is bi-lingual and can meet the needs of the students, parents and community. The translation Unit is used to translate over the phone at meeting as well.

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>.

Chancellor's Regulation A-663 deals with establishing procedures for making certain LEP parents are given opportunities to participate in and have access to services that will benefit their children. This is accomplished at our school by identifying students and parents who speak another language through the registration process which involves parents filling out the Home Language Survey. An interview is also conducted with the parent and the child at this time. Primary language is determined within 30 days of admission to the school. Records are kept in the office of parents who need translated copies of school calendars, notices, letters, and important school notifications. P.S. 253 provides and distributes important information in "covered languages "relating to registration, and selection, standards and performance, safety, conduct and discipline, placement in Special Education, ELL or non-standard academic programs as well as for transfers and discharges. The Parents' Bill of Rights is given out to parents in their native language and explained in their native language as well. There are translators in the school and

through the DOE Translation Unit that are always ready to help parents. Outside agencies in the community are also available to help non-English speaking parents who require services as well.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: P.S. 253 Queens

DBN: 27Q253

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

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

Before school After school Saturday academy Other:

Total # of ELLs to be served: 46

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

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

Total # of teachers in this program: 4

of certified ESL/Bilingual teachers: 1

of content area teachers: 3

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: Throughout the 2012-2013 school year, P. S. 253 will host an afterschool enrichment program for ELLs. It will start at the beginning of December and end at the beginning of February. It will go from 3 p.m. to 4:30 p.m. It will be held each week on Tuesdays, Wednesdays and Thursdays. There will be 28 sessions with 1 1/2 hours each. It will be for ELLs in grades 3 through 5. There will be 15 students in grade 3, 18 students in grade 4 and 13 students in grade 5. This is a total of 46 students. It will include 3 general education teachers with general education certification and 1 ESL teacher with ESL certification. At each session, the ESL teacher will push in to each of the classes. The program will include math, literacy and content area topics. Differentiated instruction will be used to meet the needs of all levels of students. The language of instruction is English. Four teachers will be used for this program. Supplemental books, grammar books, workbooks, picture cards, picture dictionaries, computers and content area materials will be purchased and used to help the students. This program is designed to help raise the level of all English.

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: Staff development will occur once a month. Teachers will receive professional development instruction from the Literacy Coach, Math Coach and ESL teacher in terms of content taught and strategies used to help the ELLs in the Title III program. One of the professional development sessions will be called, "Strategies for Working with ELLs in Literacy". The presenter will be Annie Dindial (Literacy Coach). Another professional development session will be called, "Math strategies for ELLs" which will be presented by Glenda Miller (Math Coach). Methodologies in ESL will be another topic of the staff development given by Cyd Disler (ELL teacher). All teachers and support personnel working in the Title III program will attend all the staff development sessions. The following is the schedule of professional development:

Mid-January	Strategies for Working with ELLs in Literacy	Ms. Annie Dindial, Literacy Coach
Mid- February	Math Strategies for ELLs	Ms. Glenda Miller, Math Coach
Mid- March	ESL Methodologies for Teaching ELLs	Ms. Cyd Disler, ESL Teacher

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

Before the program begins, a meeting with parents will take place entitled, "Afterschool Parent Orientation". Parents will be told about what their children will be doing in the afterschool program, what the children are expected to learn and what parents should be doing at home to help their children. During the program, parents will be invited to attend a workshop in which they will be shown ways to help their children at home. Samples of work that they are doing in each grade will be given out. The second workshop will be entitled, "Helping Your Child at Home". These meeting will be given by the ELL teacher. The parents will be notified of these meetings through letters sent home in their native language and phone calls . The schedule of parent engagement activities will be as follows:

<u>Beginning of January</u>	<u>Afterschool Parent Orientation</u>	<u>Ms. Cyd Disler, ESL Teacher</u>
<u>Beginning of February</u>	<u>Helping Your Child at Home</u>	<u>Ms.Cyd Disler, ESL Teacher</u>

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		