



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001):

06M153

School Name:

ADAM CLAYTON POWELL JR

Principal:

KAREN BAILEY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School School Number (DBN): 06M153
School Type: Public/Primary School Grades Served: PK-5
School Address: 1750 Amsterdam Avenue New York, NY 10031
Phone Number: 212-927-8611 Fax: 212-234-4616
School Contact Person: Sol I. Flores Email Address: Sflores2@schools.nyc.gov
Principal: Karen Bailey
UFT Chapter Leader: Kristin Cilento
Parents' Association President: Pedro Garcia
SLT Chairperson: Jeffrey Gross and Clarissa Grullon
Student Representative(s): _____

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway Avenue New York, New York
Superintendent's Email Address: MRamire4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Cluster and Network Information

Cluster Number: 04 Cluster Leader: Chris Groll
Network Number: 401 Network Leader: Shenean Lindsay

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Karen Bailey	*Principal or Designee	
Kristin Cilento	*UFT Chapter Leader or Designee	
Pedro Garcia	*PA/PTA President or Designated Co-President	
Jeanetta Stokes	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Hazelene Anthony	CSA Member	
Jeffrey Gross	Teacher Member	
Clarissa Grullon	Teacher Member	
Francisco Santiago	PA Member	
Jackie Alcantara	PA Member	
Crystal Lareano	PA Member	
Aisha Bruno	PA Member	
Andreina Rosario	PA Member	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Develop a narrative summary that includes:

4. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
5. School strengths, accomplishments, and challenges.
6. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 153 is a diverse learning community located in a culturally diverse neighborhood in Harlem. As a neighborhood school serving approximately 800 students, we have a long standing presence and history in the community. We continually work to improve achievement in the academics as well as in the social and emotional areas.

As a large zone school, we create the experience of smaller, program-based schools for our students. We offer different programs for our students to participate in from Pre-Kindergarten all the way through fifth grade. We have had three full day Pre-kindergarten classes for over ten years; well before the citywide initiative of focusing on early learners. Families can elect to include their child in the Dual Language Academy, the Gifted and Talented Program, and the Collaborative Team Teaching besides the regular program. With these options, every learner can find an educational environment that caters to their strengths and needs while also being part of the larger school community.

The school is a calm oasis in a busy and vibrant neighborhood. Its clean and bright corridors and rigorous student work displayed with pride welcome visitors and students from the moment they step in the building. For many, entering P.S. 153 is like entering a dance studio or stepping onto a basketball court or sitting in a quiet theater. It is a place where you have space to be who you are and do what you love. Our school culture is one that continually creates experiences for children that tailor their learning to them. We engage students in activities that develop critical thinking skills, foster social and emotional growth, and prepare them to be lifelong learners.

P. S. 153 is proud to have a robust Arts Program. All of our students are exposed to various arts instruction; for example: dance, orchestra, theatre, and choir. We are proud of our renowned choir. They had the privilege of performing on the Red Carpet for the premiere of Sony Picture's Annie, starring Jamie Foxx and Quevenzhane Williams. On December 15, 2014, our Choir will be featured on Hot 97's Ebro in the morning radio show. Our Choir is currently sponsored by Pepsi. Over the years the school has participated in the Penny Harvest and conducted an annual canned food drive where all donations were given to City Harvest. We also collaborated with Scholastic by having a pajama drive. For every pajama we collected, Scholastic donated a book to a child in need.

Our School Mission Statement: We are a diverse school community dedicated to achieving excellence in education. We will address the emotional and academic needs of our students by providing a nurturing environment that fosters high expectations. Through various instructional programs and strategies such as balanced literacy, constructivist math, thematic units and learning through the arts, our students will become critical thinkers and lifelong learners.

Our School Vision Statement: At Adam Clayton Powell Jr. Elementary School, our vision is to prepare all students to be lifelong learners who will be intrinsically motivated to achieve their goals. The students will be respectful, responsible and possess a positive self-image of themselves, their family and community.

PS 153 boasts many strengths and awards. The school is proud to be a “Respect for All” school for two years in a row. The school has a low teacher turnover rate and provides mentoring for first and second year teachers. Most teachers are “highly qualified” and continually receive various forms of school based and off site Professional Learning. PS 153 celebrates students and their accomplishments in order to recognize the “whole child.” Attendance and student celebration assemblies acknowledge and celebrate students with improved attendance and perfect attendance. In addition, we celebrate our “Student of the Week” and we have our “Principal’s Honor Roll” board. We also offer the following extracurricular and sports activities to our students: track, basketball, soccer, chorus, cheerleading, orchestra, theater, and student council.

Student attendance and lateness is one identified challenge at PS 153. In order to address this challenge the attendance committee works to target students with low attendance rates. They conduct home visits, provide incentives for students to attend school and work closely with families in order to increase overall student attendance. PS 153 uses the “Kinolved” program which is an interactive program which allows teachers to reach out to parents regarding attendance and lateness issues. “Kinolved” is convenient for parents since it allows them to receive updates via text messages directly to their personal cell phones; thus improving and increasing overall parent communication and engagement.

One area in which we made most growth last year is that we have comprehensive data-collection systems that insure on-going monitoring of progress and informed goal revision to meet student learning needs. We also provide a rigorous curriculum across all subject areas and grades so that academic tasks promote rich learning experiences for all students. Our last Quality Review identified the area of verbal interaction among students as an area of focus for our school.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2014 NYS Math Exam Scores 60% of current 5th grade students scored levels 1 or 2 on the NYS Math Exam. 85% of current 4th graders scored levels 1 or 2 on the NYS Math Exam.

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Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 52% of the 3, 4, 5 grade students will achieve proficiency in the state standards through the use of a challenging curriculum as evidenced by demonstrating one years’ progress on the 2015 NYS Math Exam

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Go Math Curriculum, Teachers meet weekly and analyze data trends from previous lessons and assessments. • Professional Learning is facilitated by instructional coaches with focus on intervention and differentiated instruction. • Differentiated instruction and scaffolds are at the core of daily instruction. • RTI differentiation as used in the curriculum to address the needs of ELLs and students with disabilities. • ESL teacher conducts math lessons to model utilizing differentiation strategies. • Coaches model Problem Solving Strategies and teachers use Exemplars in addition to the Go Math curriculum • Intervention is provided after school and on Saturdays to 	All students in grades 3, 4, 5 including ELLs and SWD	September 4, 2014 – June 26, 2015	Classroom teachers, instructional coaches, ESL teacher, related service providers, school leaders

<p>reinforce small group instruction</p> <ul style="list-style-type: none"> • Monthly math competitions that highlight our student expertise • Math workshops and open house for parents to learn our math curriculum • Professional learning workshops on classroom differentiated strategies and adjustments to meet the needs of the ELLS using scaffolding strategies • Peer lab sites for modeling best strategies for ELLS instruction in math • On line training for teachers on how to use technology to enhance their instruction with a focus their ELLS population • Implementation of an English Language Learner teacher utilized to support teachers with their English Language Learners • School –Wide events to promote parent involvement and math (Math parent workshops, math competitions, implementing problem solving strategies, math curriculum night) • Implementation of the Math Task Force 			
<p>Scaffolding and Reteach sections of the GoMath Curriculum provide more support to students who are struggling and/or are in various subgroups. ThinkCentral, the online component of the GoMath curriculum, allows students and parents to have home access to materials and resources tailored to each child. In classrooms, Students with Disabilities and ELLs have the opportunity to use visual representations, technology and math manipulatives to assist them with math assignments and assessments.</p>	<p>All students in grades 3, 4, 5 including ELLs and SWD</p>	<p>September 4, 2014 – June 26, 2015</p>	<p>Classroom teachers, instructional coaches, related service providers, school leaders</p>
<ul style="list-style-type: none"> • Math Curriculum Parent Workshops • Math Family Night • Classroom Newsletters which inform parents about math homework and classroom math information and lessons • Parent Teacher conferences where parents have the opportunity to meet with their child’s teacher and learn about their child’s current and individualized math scores and performance • Monthly Progress Reports with current math performance broken down by current unit of study • IEP Annual Review Meetings where parents are informed of their child’s math progress, performance and measurable annual goals as well as strategies to assist them in reaching their measurable annual goals. <p>“Think Central” Go Math online resources for use at home. Classroom Newsletters which inform parents about math homework and classroom math information and lessons</p> <ul style="list-style-type: none"> • Parent Teacher conferences where parents have the opportunity to meet with their child’s teacher and learn about their child’s current and individualized Math scores, math assessments • Monthly Progress Reports with current math performance 	<p>Parents of students in grades 3,4,5</p>	<p>September 4, 2014 – June 26, 2015</p>	<p>Classroom teachers, instructional coaches, related service providers, school leaders, Parent Coordinator, Guidance Counselors</p>

<p>broken down by current unit of study</p> <ul style="list-style-type: none"> • IEP Annual Review Meetings where parents are informed of their child’s progress, performance and measurable annual goals as well as strategies to assist them in reaching their measurable annual goals. 			
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.	All students in grades 3, 4, 5 including ELLs and SWD	September 4, 2014 – June 26, 2015	Classroom teachers, instructional coaches, ESL teacher, related service providers, school leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Go Math curriculum, Our preparation schedule is design for teachers to have common planning time for teacher teams every day, Math team meets every other week Training rate for teachers is provided for weekly professional learning and study group focused on Literacy Teacher Effectiveness team which is comprise of two instructional coaches meets weekly with cabinet, and provides support for teachers to conduct inter-visitation Open access for Students with disability to have access to Think Central Open technology access for English Language Learners Our repurpose time is utilized in cycles and addresses the professional learning needs of teachers Math literature connecting real world situation to math concepts for every classroom. Professional Learning conducted by English Language Learner specialist</p>

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
<ol style="list-style-type: none"> 1. Mid-Year Go Math assessments will be conducted by January 31, 2015 2. To monitor our mid-point progress we will utilize: Baseline assessments for Literacy and Math End of Chapter Summative Chapter Assessments Math Conference Labels Exemplars DRA2 will be conducted by January 31, 2015

Performance Based Assessments for Literacy
End of Unit Assessments

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After looking at our data from the School Survey, School, our parents feel, for the most part, that their children are safe in the school. Our Student Intervention Committee provides feedback regarding students that are at risk. In our teacher team meetings our teachers follow protocols to look at student work and work collaborative in order to promote the academic goals. They also discuss possible interventions that students might need. These interventions are based on classroom observations. We also look at our OORS reports to gather information. The guidance counselors and social workers provide feedback to the teachers as well as to the administrators regarding the students that are at risk, and their social and emotional needs and supports.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 about 90% of students will be known and supported by at least one additional school member other than the classroom teacher who provides social and emotional support and nurturing of the whole child.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • The school administrators, instructional coaches, related service providers, and specialists would adopt at least 10 students so that every child is adopted by one additional staff member. • The additional staff member would inform the parent of which child they have adopted. • Respect For All Program • Community Building for Fourth and Fifth graders • Celebrating students’ attendance • Honor Roll • Student of the Week 	All students at P.S. 153M	September 4, 2014 – June 26, 2015	School leaders, all teachers, instructional coaches, guidance counselors, school support team, school aides, educational assistants

<ul style="list-style-type: none"> • Attendance Bulletin Board • School Spirit Week • Clubs and Sports Activities • Performing Arts Activities • Community Support Activities 			
Our students with disabilities as well as our ELL students would be included in the process of adopting students by our school administrators, instructional coaches, related service providers, and specialists.	All student population at P.S. 153M	September 4, 2014 – June 26, 2015.	School leaders, all teachers, instructional coaches, guidance counselors, school support team, school aides, educational assistants

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Our parents are invited to all the activities provided for our students. In addition, the parents would be notified of the adoption by the staff member who adopted their child.	All students at P.S. 153M	September 4, 2014, - June 26, 2015.	School leaders, all teachers, instructional coaches, guidance counselors, school support team, school aides, educational assistants
Counselors will “adopt” 10 children to support their social emotional needs and collaborate with their parents and teachers to focus on the whole child.	All the students at P.S. 153M	September, 2014 – June 2015	School leaders, guidance counselors, and support staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School leaders, instructional coaches, related service providers, specialists, SAPIS workers The Community Building program is already imbedded in our schedule We will have monthly assemblies to celebrate students’ attendance, Honor Roll students, and Respect For All

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>10. Specify a timeframe for mid-point progress monitoring activities.</p>

1.

By the end of January 2015, we would assess the students and get feedback regarding their adoptive school member

Part 6b. Complete in February 2015.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Using information from teacher feedback on school survey and teacher’s professional learning plans, teachers have identified areas of needs they feel that they need. Teachers have identified their needs along with school leader’s observations. According to our last QR one area of improvement for our school was building on teachers professional learning plans to ensure alignment with school wide goals and student performance outcomes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 about 91% classroom teachers will have engaged in at least 60 hours of professional learning opportunities based on their own identified needs and some needs that have been identified through informal and formal classroom observations.(Not including the mandated PD hours).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Differentiated workshops based on the needs of teachers will be conducted by instructional coaches Development of a learning teams to address needs of teachers and school Professional Development Team will analyze data to develop planning cycles of professional learning opportunities focused on the needs of school and teachers Afterschool Professional Learning Opportunities will be conducted to give teachers an opportunity to enhance their instruction After school study groups will provide teachers with an opportunity	All teachers at PS 153	September 4, 2014 – June 26, 2015	School leaders, all teachers, Instructional coaches, Guidance Counselors

to learn different strategies			
To address the needs of ELLs and Students with Disabilities, teachers at PS 153 receive professional learning workshops about current trends, practices and strategies to better support students in these subgroups. Teachers will have the opportunity to participate in inquiry groups that will focus on researching the best practices for ELLs and Students with disabilities. Peer Lab sites will be conducted in order for teachers to be able to learn from the modeling of best teaching practices.	All teachers at PS 153	September 4, 2014 – June 26, 2015	School leaders, instructional coaches, all teachers, ESL teacher
Parents will be provided with information about curriculum through a variety of workshops. Monthly open houses will be offered to give the parents an opportunity to visit teacher’s classroom and be informed of a different strategies they can use to help their children.	Parents of students in Pre-K to 5 th grade.	September 4, 2014 – June 26, 2015	School leaders, all teachers, Teacher instructional Coaches, ESL teacher
Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.	All teachers at PS 153	September 4, 2014 – June 26, 2015	School leaders, Instructional Coaches, All teachers, grade leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
1. Instructional coaches, teacher surveys, professional learning plans, observations (informal and formal), common preparation periods, lab sites, learning rounds and intervisitations among others

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> By January 31, 2015 teachers would have completed at least thirty hours of their professional learning hours 				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the school survey and our last Quality Review we noticed that teachers felt that their individual professional needs were not being met, as a result we developed professional learning cycles that target the needs of the teacher. Also, based on frequent observations and learning walks we collected and analyzed data sources.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Principal, Assistant Principals, Teacher Effectiveness Coaches, and Guidance Counselors will meet at least once per week to develop professional learning opportunities on rigorous classroom instruction. Our expectations are that about 15% of our teachers will increase from developing to effective.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Principal, assistant principals, instructional coaches and guidance counselor will meet weekly and plan workshops to address the social emotional support to students. Implementation of Student Intervention Team	All teachers at P.S. 153M	September, 2014- June 2015	School leaders, all teachers, instructional Coaches , Guidance counselors
Attendance committee meets weekly to identify and work with families of students with poor attendance.	Teachers of students with attendance	September, 2014- June 2015	School leaders, guidance counselor, attendance

	issues		committee
Guidance counselors hold special assemblies to celebrate attendance, behavior, and academic growth.	All classrooms at P.S. 153M	September, 2014- June 2015	School leader, guidance counselors, and support staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School leaders, all teachers, instructional coaches, guidance counselors, attendance committee, support staff

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic	x	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, feedback sessions and surveys from teachers, parents and students will be collected and analyzed.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our annual School Survey indicated that our parents would like to be more involved in our school activities. They also provided feedback through the parent association.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of our parents will have engaged in at least 2 school activities other than parent teacher conferences.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	All of our parents	From September 2014 – June 2015	Parents, school leaders, classroom teachers, instructional coaches, guidance counselors, Sapis worker
Literacy Publishing Parties Monthly Open Houses Curl Up with a Great Book Day Math Competitions Parent Curriculum Workshops Trips Dress Up as your Favorite Character Day Math Nights Literacy Nights			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Classroom teachers, Instructional coaches, school leaders, support staff, Sapis worker, specialists, school community

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

By January 31, 2015 we will have about 45% of our parents will have engaged in school activities other than parent teacher conferences.

Part 6b. Complete in **February 2015**.

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	The reading levels would be utilized to determine the students in need of AIS for the early grades and the NYS ELA scores for the upper grades.	Guided Reading	Students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in ELA. Groups are differentiated based on DRA reading levels. Small group instruction three times per week – 45 minutes.	All services are provided during the school day and afterschool
Mathematics	The baseline assessments and the end of the chapter assessments would be utilized to determine the students in need of AIS for the lower grades. The NYS Math scores would be utilized to determine the students in the upper grades.	Academic Intervention Services	Students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in Math. Groups are differentiated using the predictive diagnostic assessment data. Small group instruction using performance indicator to address student needs. Small group tutoring four times per week, 45 minutes.	All services are provided during the school day and afterschool
Science	Teachers would identify the students through their observations/ data collection/ conference notes.	Academic Intervention Services	students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in Science. Groups are differentiated using the predictive	All services are provided during the school day and afterschool

			<p>diagnostic assessment data. Small group instruction using performance indicator to address student needs. Small group tutoring four times per week, 45 minutes.</p>	
Social Studies	<p>Teachers would identify the students through their observations/ data collection/ conference notes.</p>	<p>NYS Social Studies Core Curriculum</p>	<p>Students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in Social Studies. Assessing students' progress via observations and End of Unit projects. Integration of fiction and non-fiction reading into units of study three 45 minutes sessions per week. Focus on content area reading to support comprehension of non-fiction text.</p>	<p>All services are provided during the school day and afterschool</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>The guidance counselors, school psychologist and social workers would identify the students at risk at their SIT meetings. Teachers could also recommend students for these interventions.</p>	<p>Socio-emotional counseling and support</p>	<p>For 3rd, 4th, & 5th grade students counseling focuses on the socio-emotional needs that may prevent students from developing effective learning skills. Individual counseling focuses on students' difficulties with self-esteem, separation anxiety, sadness, loss and bereavement and aggressive behaviors. Group counseling is delivered to reinforce group dynamic skills and to foster interactions amongst students. Meetings with parents take place to develop a proactive plan for students, as well as to discuss crisis of children with some level of emotional</p>	<p>All services are provided during the school day and afterschool</p>

			<p>needs. Instructional Support Team School Psychologist serves our high risk students and families with social/emotion counseling and support. K, 1st & 2nd grade students receive counseling addresses students' emotional/behavioral difficulties, as they can impact on academic learning. Individual counseling focuses on students' difficulties with self-esteem, separation anxiety, sadness, loss and bereavement and aggressive behaviors. Group counseling is delivered to reinforce group dynamic skills and to foster interactions amongst students. Meetings with parents take place to develop a proactive plan for students, as well as to discuss crisis of children with some level of emotional needs.</p>	
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Our teachers are HQT as of BEDS report from 2013-2014. P.S. 153M has a hiring committee. This committee meets regularly, not only to establish the rubric to be used during the hiring process but also to ensure that the new teachers have the support they need. Our new teachers participate in the mentoring program. They are paired with our staff according to their needs. The school has a safe environment and an inclusive culture that support progress towards the school's professional, academic and social-emotional learning goals. Our staff is included in the decision-making process of the school. Our school provides high quality professional development offered by not only our staff but by consultants according to the DOE regulations.

2b. High Quality and Ongoing Professional Development

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Our Pre- K staff in conjunction with the social worker and the school counselors provides workshops and information to the parents of our Pre-K students in order to prepare them for Kindergarten. Our Pre-K program is aligned with the CCLS. Our Pre-K students start their transition process at the beginning of June. They visit the Kindergarten classes and meet the current Kindergarten teachers. We offer school tours as well as orientations for the new students. Our Pre-K family worker assists our Pre-K students with their transitions.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Our teachers participate in the use and selection of assessments. Teacher Team Meetings are conducted in order to analyze the assessments and inform instruction every other week. Teachers use their data such as reading levels, performance based assessments, and conferences to be able to identify a student's weakness and strength. Using their data, teachers are able to develop activities that will help each child obtain mastery in a particular strand. The data also provides teachers information on how they are going to develop their groups for differentiated instruction. Teachers use their data to develop assessments and projects that will enrich or provide practice for students. Teachers use their data to create projection sheets, they are able to develop goals and projections for their class. During the team meetings, teachers share their data to have discussions on specific strategies they can use with their students so they can reach full potential.

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

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

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

Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

5. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
6. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
7. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
8. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

9. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
10. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P. S. 153M**, 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 the school and the families. The 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 the school community. **P.S. 153M** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 185
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 9
of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here: After analyzing our data (ELA, MATH, and NYSESLAT scores) for our ELL population, we determined that there is a need for a Saturday Program. Ninety six percent of our ELLs scored levels 1 and 2 in the ELA and Math test. In addition, 64% of our ELLs scored levels B and I in the NYSESLAT. Furthermore, 57% of our ELLs in the lower grades scored approaching grade level in their reading scores according to their DRA. The students will receive Literacy instruction, following the core curriculum, in English. The lessons would follow the workshop model. The Dual Language Enrichment program will run from February through May from 10:00 am - 1:00 pm. There will approximately 15 sessions. Our ELL students will receive instruction through diferent modalities in order to enhance their English language arts skills. There will be field trips to support this program. There will be one class per grade (K - 5), except for grades 2nd, 3rd and 4th, which would have 2 classes each. This would create a total of 9 classes. There should be about 20 students per class. The students will be serviced by nine certified ESL/ Bilingual teachers. This program is for the ELLs in our Dual Language program. There would also be a supervisor/ administrator for the program. One of the resources for this program will be Empire State NYSESLAT ESL/ELL (preparation materials for the NYSESLAT). This resource would help to prepare the students for the NYSESLAT since it provides activities for all the modalities of the NYSESLAT. This program have activities to address the lsiteining, speaking, reading and writing skills. It is also formated as the NYSESLAT. Furhteremore, it helps to enhance the students' vocabulary by provinding practice in all the modalities. This program is also research based.

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: Our entire staff will receive professional development at least one Monday a month from 2:20 pm to 3:40 pm. In addition, they will receive professional development during lab sites, and following learning walks/ instructional rounds. This would make it about 20 sessions, at least. Specifically, the PD will include Ready Gen, Go Math, Danielson's Framework, ESL modalities, SIOP Model, using science and technology to teach English, and supporting newly arrived ELLs in the upper grades. Our staff is required to write their own professional development plan. These would be taken

Part C: Professional Development

into consideration when the PD is developed. These sessions would be provided by various ESL certified teachers. The teachers providing instruction for the Dual Language Enrichment program would be participating on the above mentioned professional development. In addition, our teacher effectiveness team as well as our ESL teacher would provide professional development for them. Their professional development would be concentrated in developing the literacy skills of our our ELLs, ESL modalities, the SIOP model, and usind different points of entry in the lessons in order to help the students to at least make one year's progress in literacy. This professional development would be provided on Tuesdays from 2:20 - 3:10 pm. from January through May.

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: Our parents are very active in the school community. Based on the needs that they have expreseed, we offer a variety of workshops on topics including Ready Gen/ Literacy, Go Math/ Mathematics, ussing assessment data, how to support academic growth at home, and technology. We plan our workshops according to the needs of the parents expressed through either a survey or conversations. All workshops are presented in English and Spanish. We have different presenters, mostly our ESL teachers. These workshops are conducted at least once a month from 8:15 am to 10:00 am. When parents express the need for workshops to be presented in the afternoon/ evening, we make it happen. The parents would be notify via flyers / letters, phone messenger, newsletters, our information board, and Kinolved.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 153
School Name Adam Clayton Powell Jr Elementary Schoo		

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

Principal Karen Bailey	Assistant Principal Sol Idalia Flores
Coach type here	Coach type here
ESL Teacher Evelyn Mbame	Guidance Counselor Yira Ramirez
Teacher/Subject Area Clarissa Grullon	Parent type here
Teacher/Subject Area type here	Parent Coordinator Stephanie Pratt
Related Service Provider Miguel mercado	Other type here
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.	9	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	9
Number of certified bilingual teachers currently teaching in a bilingual program	9	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		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4	Number of special education teachers with bilingual extensions	2

D. Student Demographics

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

A. ELL Programs

This 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	189	Newcomers (ELLs receiving service 0-3 years)	174	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	84	0	0	3	0	0	0	0	0	87
ESL	90	0	0	12	0	0	0	0	0	102

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	174	0	0	15	0	0	0	0	0	189
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP								
Spanish	35	15	25	29	14	24	27	19	13	32	6	18							120	137
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	35	15	25	29	14	24	27	19	13	32	6	18	0	0	0	0	0	0	120	137

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: <u>3</u>	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	15	14	29	15	18								117
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	26	15	14	29	15	18	0	117						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	7	6	7	6								27
Intermediate(I)		24	12	23	10	11								80
Advanced (A)		10	9	30	16	7								72
Total	0	35	28	59	33	24	0	179						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At P.S. 153M, we utilize DRA to assess the early literacy skills. This data shows us where our students are standing in terms of literacy skills. It gives us a base line to form instruction and develop the students' goals for the year.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our NYSESLAT data shows that the majority of our students are in the Intermediate to Advance stage. Our ELLs are improving in terms of literacy skills. Our Lab-R data shows that many of our possible ELLs students are indeed English proficient students by passing the Lab-R.

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

N/A

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our ELLs in third grade are performing exceedingly well on the New York State Math Test.

We do not currently administer ELL Periodic Assessment because we use curriculum based assessments instead.

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](#).)

After the students are assessed with the DRA, the data collected is utilized to form the different tiers (Tier 1, 2 or 3) in order to differentiate the instruction. The teachers utilize the information to make lessons meaningful, to develop language skills and complex thinking.

6. How do you make sure that a child's second language development is considered in instructional decisions?
- We ensure that the students' second language development is considered in the instructional decisions by having teacher team meetings and common planning periods. Teachers get together to discuss and analyze student work. Then, they decide the next steps for instruction.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

EP students are assessed in Spanish with the DRA as well as Spanish versions of Go Math and Science and Social Studies summative assessments.

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
- When any child registers at P.S. 153M, a parent or guardian must complete the Home Language Identification Survey (HLIS) with Ms. Goldfarb. The Language Allocation Policy Team, the Professional Development Team, and the Administration collectively chose Ms. Goldfarb for this role because of her attention to detail, her ability to carry out tasks independently without error, and her pleasant rapport with families. This expedites the registration process and help parents to have a positive first experience in our school. Ms. Goldfarb interviews each parent/ guardian and child to determine their dominant language and helps them complete the HLIS. She ensures that the survey is filled out correctly and is an accurate reflection of the families' linguistic abilities and needs. If translation is necessary, two Spanish language translators are housed in the same office.
- When possible, Ms. Flores, Assistant Principal and ELLs' supervisor, administers the LAB-R to eligible students immediately following registration. Otherwise, Mr. Mercado, the Bilingual SETTS teacher, conducts the LAB-R within the first 10 days of

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

Each Spring, Ms. Anthony, AP and testing coordinator, and Ms. Flores review ELL data to determine who will take the NYSESLAT. This is a careful data verification process that ensures we test each eligible child. They print the Revised LAB/NYSESLAT Eligible Roster (RLER) and the entire school's test history. They then cross-reference the two documents with each other and with the informal LAB-R results to create the most up-to-date and comprehensive list of students who will be tested. They then print a school-wide Official Change of Attendance (RCAL) from ATS and highlight the English Language Learners (ELLs). Each of the four adjacent columns on the document is labeled "speaking, listening, reading, or writing." As proctors complete each component of the test and return the completed answer documents, the testing coordinator checks off the appropriate column for each student. This precise record keeping system helps us to fully test every ELL and prevents invalid scores. It also identifies the few students each year who need to be tested but do not automatically print out an answer document, including those whose LAB-R scores do not yet show in the test history.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

When parents and guardians register their ELL eligible students, they also fill out the Parent Selection Form. They have the opportunity to speak with the registration team, an ESL teacher, the parent coordinator, or administrator in order to make an informed decision. All staff members provide parents with the same information regarding the qualities of each ELL program available in New York City. It is the same information that is presented in the parent orientation video.

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

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

Entitlement letters are distributed via backpack and mail. Parent Selection Forms are distributed at registration and the Parent Orientation; there are also sent home by classroom teachers when necessary. In all cases, when a parent/guardian does not return these forms, the school sends reminder notices and calls the home. This process is supervised by Ms. Flores.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

ELL students are placed according to the Parent Selection Form, their native language, and their English language proficiency level. We do have a continually increasing population of non-Spanish-speaking ELLs, who are placed in ESL self-contained classrooms unless their parents request that they learn English and Spanish by participating in the Dual Language program. This, however, is a very small and select group of students; most non-Spanish-speaking ELLs are in ESL classes. If the parent selects to, Spanish-speaking ELLs can be placed in our very sought-after Dual Language program or they can opt for more English immersion in an ESL class.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

Each Spring, Ms. Anthony, AP and testing coordinator, and Ms. Flores review ELL data to determine who will take the NYSESLAT. This is a careful data verification process that ensures we test each eligible child. They print the Revised LAB/NYSESLAT Eligible Roster (RLER) and the entire school's test history. They then cross-reference the two documents with each other and with the informal LAB-R results to create the most up-to-date and comprehensive list of students who will be tested. They then print a school-wide Official Change of Attendance (RCAL) from ATS and highlight the English Language Learners (ELLs). Each of the four adjacent columns on the document is labeled "speaking, listening, reading, or writing." As proctors complete each component of the test and return the completed answer documents, the testing coordinator checks off the appropriate column for each student. This precise record keeping system helps us to fully test every ELL and prevents invalid scores. It also identifies the few students each year who need to be tested but do not automatically print out an answer document, including those whose LAB-R scores do not yet show in the test history.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After reviewing our Parent Survey and Program Selection forms the trend in program choices is Dual Language. About 92% of our parents prefer our Dual Language program.
- Yes, program models are aligned with parent requests. As the Dual Language program has gained momentum over the years, the majority of parent choice has shifted from Transitional Bilingual to Dual Language. Through parent feedback and anecdotal evidence, we have learned that many parents want their children to still learn in Spanish but prefer them to become bilingual, biliterate, and bicultural as opposed to using Spanish as a support to learn English. They value the culture and community of the Dual Language program, and they appreciate that it makes a large school feel smaller. As educators, we fully support this shift in parental choice because we know that our Dual Language classes have consistently outperformed our Transitional Bilingual classes on state tests and in school-based assessments. For that reason, we offer two Dual Language classes on each grade, and we nurture the development and growth of the program. We no longer have Transitional Bilingual classes, but we take great care to transition new arrivals from Spanish to English regardless of the program in which they are enrolled. We also service these children through our Inquiry Team work, and we are currently launching two team projects designed specifically for newly arrived ELLs in third through fifth grade.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

In the ESL program, most instruction and resources are in English, and there are varying amounts of native language support depending on the native language and the student's proficiency in English. Once again, we follow the guideliness posted on the CR PArt 154 which requires 360 minutes for the students who are beginners and intermediate. For our advancestudents, we offer 180 minutes of instruction.

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

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

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

The DRA is provided to the students thre times a year. Also, the end of the unit assessments for Go Math and Ready Gen are provided. Furthemore, teacher observations and conference notes are utilize to monitor the srudents' progress and inform instruction.

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

Teacher observations and conference notes are utilize to ensure that the students are evaluated in all four modatlities.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

B.

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

C.

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

D.

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

E.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

At this moment there are no ELL-SWD in the school.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At this moment there are no ELL-SWD in the school. Non the less, we will ensure that the instructional plans on each child with an IEP are kept.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

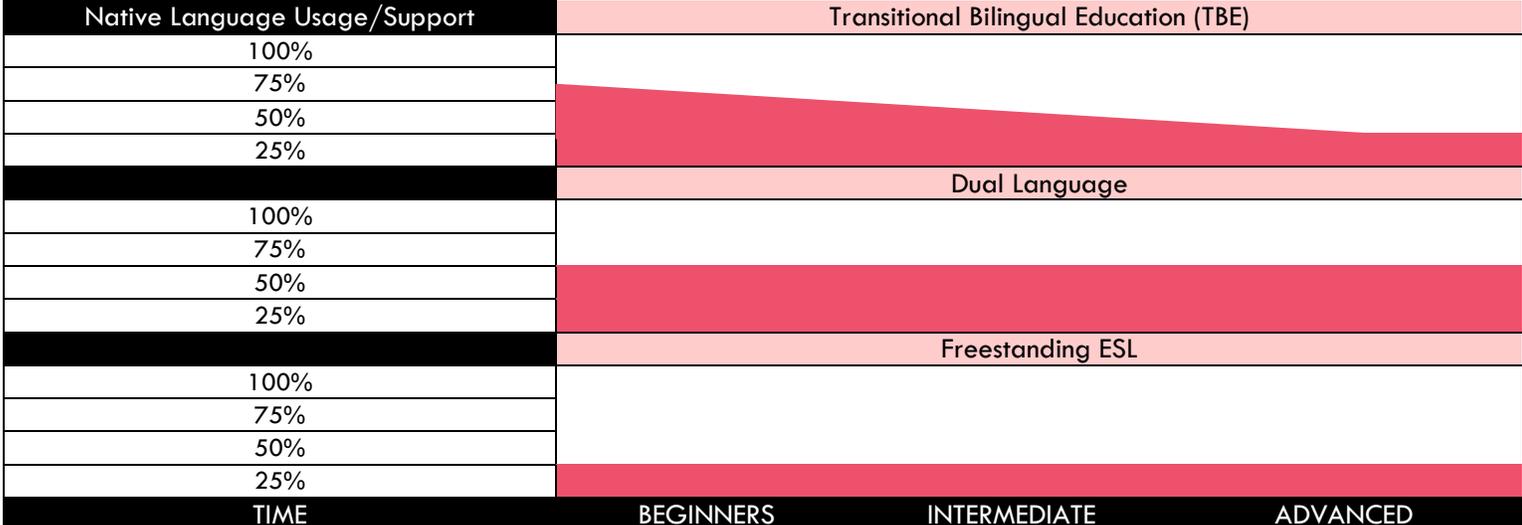
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.
- Over the past few years, data has shown that lower grade content area intervention is most needed in ELA. For that reason, we have purchased a new reading program that will be used to supplement Readers and Writers Workshop. Along with building literacy skills, Reading Street also has an ESL component that will allow teachers to do more direct instruction on grammar and vocabulary building. In the upper grades, we have found that ELLs more commonly need intervention in both ELA and math. They are eligible to participate in PIP groups, extended day, extended day after school, Saturday Academy, and bilingual SETTS if they speak Spanish.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our State Exams Scores show that our Dual Language Program is very successful in in meeting the needs of our ELLs in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- At this moment we are utilizing the new curriculum of Ready Gen and Go Math.
12. What programs/services for ELLs will be discontinued and why?
- At this moment we are not discontinuing any programs or services for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have the same access to school programs, if not more. For example, Dual Language students have an extended day from 8:00-2:58 Monday through Friday during which they receive additional tutoring and special programs. They also participate in the School-wide Enrichment Model (SEM), which is limited to Dual Language and Gifted and Talented classes. Beyond those programs, they are able to join any club or team including but not limited to boys and girls soccer, boys and girls basketball, cheerleading, boys and girls track, orchestra, and vocal club.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, ELLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy. Picture dictionaries, thesauruses, and books/materials in the native language are common resources. Additionally, ELLs benefit greatly from using technology such as brainpop.com, unitedstreaming.com, teachervision.com, educationplace.com, and starfall.com. These websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In Dual Language, native language support is abundant. Every other day ELLs receive 100% of their instruction in their native language as well as all of their materials and assessments. In ESL, native language support is more subtle and includes books in the native language, partners who speak their language, and when possible, native language support from the teacher him/herself.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We know that learning a second or third language is extremely challenging and will affect a child's self-esteem in a profoundly positive or negative manner. We take great precautions to ensure that our instructional decisions and use of materials build a child's confidence and help them to discover their greatest abilities as a learner. Therefore, we provide supports and resources that will be appropriate for each child considering their level of English proficiency, their academic standing, and their age.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- In previous years, new entrants have participated in Title III programs focusing on orientation towards New York City and American culture.
18. What language electives are offered to ELLs?
- ELLs from native language backgrounds are able to participate in our Spanish/English Dual Language program.
19. For schools with dual language programs:
- 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)?

A.

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

B.

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

C.

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

D.

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

E.

Both languages are taught at the same time.

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

1

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

2.

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

3

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

4.

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Adam Clayton Powell Jr Elemnta

School DBN: 06M153

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 Network: 401

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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