

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):	24Q153
School Name:	MASPETH ELEMENTARY
Principal:	SUSAN BAUER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 24Q153
School Type: Public School Grades Served: PK-6
School Address: 60-02 60th Lane Maspeth, NY 11378
Phone Number: 718 821 7850 Fax: 718 386 7392
School Contact Person: Susan Bauer Email Address: SBauer@schools.nyc.gov
Principal: Susan Bauer
UFT Chapter Leader: Diane Chiauzzi
Parents' Association President: Lillian Esposito
SLT Chairperson: Susan Bauer
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Avenue
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 204 Network Leader: Diane Foley

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)
Susan Bauer	*Principal or Designee	
Diane Chiauzzi	*UFT Chapter Leader or Designee	
Lillian Esposito	*PA/PTA President or Designated Co-President	
Theresa Bethge	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Taiba Ahmad	Member/ UFT	
Josephine Saia	Member/ UFT	
Aiyess Hale	Member/Parent	
Christine Melio	Member/Parent	
Vanessa Otero	Member/Parent	
Joseph Corbisiero	Member/ Parent	
	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.

The PS 153 school community is a family where all members, students, staff and parents work together toward the common goal of creating a learning environment where all children can achieve at their highest potential. All members of this community strive to be lifelong learners and be responsible and accountable individuals who value education. All stakeholders endeavor to be active participants in achieving the goals we set for our school.

The P.S. 153 Family of Students, Teachers, and Parents, embrace our **mission statement**:

“Learning today...Building A Solid Foundation For A Brighter Tomorrow”

Believing that standards and data driven instruction is integral to educational success, we are dedicated to achieving high standards of academic excellence for the entire student body. Working with parents, administrators and teaching staff, we assess and minister to the needs, interests and abilities of all students, (General Education, Gifted and Talented, Students with Disabilities (SWD) and English Language Learners (ELL)) ensuring their cognitive, creative and social growth, and their entrance as productive citizens into their communities and beyond.

Opening its doors to the Maspeth community in 1930, PS 153 is an elementary school with approximately 1400 students from Pre-kindergarten through Grade 6. Our sixth grade is departmentalized and includes foreign language instruction in Spanish. The school population comprises 1% Black, 48% Hispanic, 43% White, and 7% Asian students. The student body includes 11.3% English Language Learners and 13% Students with Disabilities. Additionally, 12.3% of our students are Gifted and Talented students enrolled in our Beacon Program from across District 24. The average attendance rate for the school year 2013 - 2014 was 94. %. The community is home to many new immigrants mainly from Poland, Ecuador, Dominican Republic and Egypt. Approximately 59% of our students qualify for free lunch.

Using available data (New York State ELA and Math Scores, New York State English as a Second Language Assessment Test (NYSESLAT), ADVANCE, Measures of Student Learning (MOSL), our Instructional Leadership Team developed an **Instructional Focus** for our school. Recognizing that high quality teaching is the most powerful tool for helping students reach higher standards, we focused our efforts and resources toward creating a rigorous and coherent instructional experience for both students and teaching staff. The following levers are being implemented to strengthen teaching practices to improve outcomes for all students across all grades and content areas:

Instructional Focus: *To use higher order thinking questioning and discussion practices to increase students' ability to deepen and elaborate upon their thinking in written and/or oral form. These practices will align to the close reading of complex text across all grades and content areas.*

The instructional focus is incorporated into our teaching practices through the following:

- ❖ Professional Learning Communities are focused on effective questioning and discussion criteria aligned to *Danielson's Framework for Teaching*. Cross grade Professional Learning Groups are currently involved in a study of *Effective Questioning Strategies In the Classroom: a Step by Step Approach to Engaged Thinking and Learning, K-8* by Esther Fusco using the study guide developed by our Professional Learning Committee. Groups engage in a cycle of research, discussion, action and feedback in two week cycles.

- ❖ Using Norman Webb's *Depth of Knowledge Matrix* teachers analyze the complexity of questions being used in classroom instruction to ensure that students are challenged to think critically across all subject areas.
- ❖ All teachers have received training in the Socratic Method of questioning and discussion. Socratic Seminars are class discussions centered on open-ended questions based on complex texts and topics. The purpose of these discussions is to promote high-level thinking and deepen understanding. Guided by a set of ground rules, students are learning how to formulate opinions, articulate and support their ideas, and to respect the thinking of others. As they sit in the Socratic circle, all students have equal voice and responsibility in exploring answers to the questions posed by their teacher. Students then reflect on the quality of their discussion and develop next steps to lift the level of future seminars. This valuable instructional practice was begun last year to improve student outcomes and to put our students on the path to college and career readiness.
- ❖ Teachers participate in a cycle of Learning Walks focused on questioning and discussion practices. A host teacher opens his/her classroom to 3-4 colleagues who observe the lesson and then provide feedback and next steps to the host teacher centered on the Instructional Focus.
- ❖ Administrators' formal and informal observations of teachers include assessment of the effectiveness of questioning and discussion practices observed along with feedback and next steps if warranted.

In response to a survey of the faculty regarding their **professional learning**, teachers were given the opportunity to self-select a topic of interest to research, implement best practices uncovered and assess their effectiveness.

- ❖ Faculty members formed professional learning communities around a common topic of interest to improve instruction.
- ❖ Each community developed a goal and an action plan which is currently being implemented.
- ❖ Periodically members of each professional community will assess their progress towards meeting their goal and its impact on student learning.

Recognizing the importance of partnering with parents, P.S 153 enjoys a high level of **parental involvement** that benefits our entire school community.

- ❖ Parents serve our school as members of our School Leadership Team, members of the PTA, work as Learning Learners, volunteer at arrival and dismissal each day, coordinate /support fundraisers and provide a host of other services to our school and students.
- ❖ Workshops and family events are held to inform parents of the Common Core Learning Standards (CCLS) and activities parents can use at home to support their children. Several workshops have been held on the new reading and math materials. Our instructional coaches and parent coordinator have also planned and held workshops on topics such as Raising Readers and activities to build math fluency. Parent meetings have been held regarding Middle School Applications and adolescent issues. In addition, we have recently begun having monthly "Hour with Mrs. Bauer" events, where parents are invited to drop by for coffee and conversation with the principal and parent coordinator. After a short presentation on a topic of interest, parents are welcome to share what is on their minds, ask questions, and/ or offer suggestions. Parents have begun to take advantage of this additional opportunity to have their voices heard.
- ❖ We continue to encourage and support opportunities for parent involvement. Addressing the Engaging Parents component of the Chancellor's Four Pillars, and with the time provided under the new UFT contract, our teachers have fully utilized the forty minutes each Tuesday. They develop newsletters, conduct informational sessions, meet with parents either in person or over the phone to discuss student progress, and engage in a host of other activities to share information promoting parental involvement in their child's education. In addition, our Physical Education teacher holds parent-student exercise sessions, our technology teachers planned sessions for parents to help them access student information on line and provided information regarding the use and capabilities of MyON, our on-line reading library. Our librarian has also utilized this time to open our library to parents and students.

In 2012 we applied for and were awarded the **NY State Initiative on Emergent Bilinguals grant** (NYSIEB). Partnering with the City University of New York Graduate Center (CUNY) we continue to build a multilingual ecology and recognize that strengthening students' home language supports their language acquisition in English. Teachers participated in professional development focused on using translanguaging strategies for the learning of academic content and the development of literacy practices. Our teachers have taken part in inter-visitations and have been videotaped using translanguaging practices which were then shared with other schools involved in the grant. Guided by a researcher from CUNY teachers planned and implemented lessons incorporating translanguaging practices. The impact of this work to date is evident in our NYSESLAT results. In both 2013(32%) and 2014 (36%) we have seen an increase in the percentage of students reaching proficiency. Beyond the results revealed by the data, we are proud that our students' home languages and culture are valued and honored throughout the school.

Greater Ridgewood Youth Council, a community based organization, conducts an after school homework and recreation program for over 150 of our students in grades 2-6. Students participate in a host of extra-curricular activities such as, athletic activities, drama, cheerleading, art, homework help, etc. The program runs until 6:00PM thus providing needed child care for our parents.

For the past several years PS 153 has hosted **student teachers** from St. Joseph's College and Queens College. Working with our classroom teachers the student teachers learn firsthand the art of teaching from experienced professionals. The student teachers gain experience planning and conducting lessons. Several of our student teachers have been hired for positions at our school.

Though it is difficult to quantify or measure, but which is evident every day is the **dedication and professionalism of our faculty**. Many, many staff members are here before 7:00 AM and leave well after dark. They are committed to their students and to their colleagues. While the demands on their time and energy have increased dramatically, they have shown such fortitude and perseverance in doing what needs to be done to help their students achieve. Even as this report is being completed on a Friday night, there are still teachers in their classrooms writing lesson plans, looking at student work, and creating bulletin boards. It is this level of commitment that makes PS 153 a learning community where each child is cared for and nurtured.

2. Strengths and Accomplishments:

- ❖ Teachers follow *Ready Gen* reading and writing units of study with a close focus on guided reading to determine and advance students' independent reading levels. In math, teachers have received professional development with the *Go Math* curriculum incorporating more opportunities for instructional shifts like math fluency and productive struggle to help ensure that students develop a deeper understanding of math problem solving. The structured, repetitive and comprehensive reading curriculum *Soar to Success* is in place for Students with Disabilities (SWD) so that students can gain confidence in reading on grade level text. Therefore, curriculum maps are in place in math and English language arts (ELA) with mindful decisions about integrating Common Core Learning Standards (CCLS). As a result the students are more engaged based on their ability to defend a statement with evidence from text and better equipped to answer higher order thinking questions.
- ❖ Across classrooms, teachers seek to increase rigor of what students know and can do by revising elements of ELA and math units to align with the CCLS. In the lower grades students are using academic vocabulary to retell a story and in the upper grades students are comparing three similar texts and then creating their own short story using a character from one of the texts by developing a new challenge that they face. Some students have the option of developing an original story that features new characters and circumstances. As a result of the success of these rigorous practices, 98% of second graders tested in the Foundations program made progress on the DIBELS assessment by increasing one level in reading. The upper grade students have been challenged to deeper thinking by creating character traits and motives for original stories, based

on texts they have read.

- ❖ Teachers consistently align curricula and instructional goals of the Danielson Framework with Common Core standards and they demonstrate the belief that students favor learning through active participation and small groups. Instructional shifts in developing the skill of using evidence to support arguments in discussion is beginning to show results in the writing of the upper school students. During the past two school years we were involved in a Title III program where students studied different artists with a focus on vocabulary development within a specific art genre. Through pre and post response writing, 68% of the participants made one year of growth in reading within the 10 weeks of the program. Furthermore, 36% of the students received a score of proficient on the New York State English as a Second Language Achievement Test (NYSESLAT).
- ❖ Classroom teachers use a variety of assessment results to determine flexible grouping for instruction. Teachers model skills like explaining the process of thinking when more than one response is possible and using reasoning, planning and evidence to draw conclusions.
- ❖ Since this school does not receive Title I funds, organizational decisions and resources are carefully executed so programs that are invested in support of all students. A Reading Recovery program has been implemented. In addition, the school hired English as a second language (ESL) teacher who speaks Polish, in order to embrace the changing population of the school. This has increased parent involvement and engagement at family learning sessions. The school has also instituted a departmentalized program for grade 6, so that students are exposed to content that *expert* pedagogues are teaching.
- ❖ Teachers meet several times a week by grade for curriculum planning, developing tasks and looking at students' work. Teachers agree that this prioritized meeting time has had a positive impact on their collaborative efforts, assisting them with creating tasks that are challenging for all students and focusing on their own personal and professional goals. Teacher teams have used a good portion of their time developing math tasks that show deep understanding of the concepts and applying the tasks to everyday situations.
- ❖ Using the ADVANCE system, to support effective teaching, the administration visits classrooms routinely to observe teaching practices such as talking prompts, turn and talk, discussion techniques, self assessing with peers and assessment learning through checklists and rubrics. Elements of lesson plans aligned to students' needs and work samples are reviewed and incorporated into the feedback process. Articulated next steps provide timely feedback for teacher development, For example, a review of recommendations in observations reflects that teachers are encouraged to help students identify possible interpretations of text and engage them in more critical thinking questions to support their writing. This has resulted in numerous staff members showing professional growth in planning coherent instruction and using student data to drive instruction relative to the research-based instructional foundation the school has provided.

Challenges:

- ❖ For the past three years PS 153 has had 59% of students receiving free lunch, which is just shy of the 60% needed to qualify for Title I funds. This is one of the most serious challenges we face as we have over 800 students from low income families. While we strive to provide the additional supports required by many of these students, we are continually faced with difficult decisions around funding. Along with PTA, we have been in contact with elected officials to push for a fairer more equitable distribution of Title I funds to schools.
- ❖ Teacher teams and individual teachers realize the importance of common assessments and embrace the work in an attempt to inform their instruction. Rubrics are available across grades for assessing students' written work. We are continuing to work to increase the alignment of assessments and rubrics to offer actionable feedback to students and develop systems to hold students accountable for utilizing this feedback to improve their performance.

3.Areas in which our school has made the most growth during the previous year and the key areas of focus for this school year:

- ❖ Based on an in depth analysis of the School Quality Guide and data files, there was an increase of the

number of students reaching proficiency on the Math exam. In 2012-13, the data indicates 30.1% of the peer range. In 2013-14, it indicates 39.3%.

Additionally, there was an increase in the number of students reaching proficiency on the state ELA exam. In 2012-13, the data indicates 61.7% of the peer range. While in 2013-14, it indicates 62.7%.

- ❖ However, in 2013-14, the median adjusted growth percentile for the school's lowest third decreased by 5.5%. In 2012-13, the data indicated 57.1% of the peer range while in 2013-14, the data indicates 51.6%.

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.

Rigorous instruction is the key to effective instruction and the key to student engagement and achievement. The 2014-2015 Citywide Instructional Expectations enables schools to reflect and refine their practices in order to strengthen the integration of initiatives to prepare all students, including Students With Disabilities for a successful academic career. Based on the results of the 2013-2014 NYS ELA exams and reading level data from Assessment Pro, we identified SWD who did not make adequate progress. The staff at PS 153Q is committed to improving outcomes for students with disabilities.

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, teachers instructing Students With Disabilities (SWDs) in Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT), and Self-Contained Special Education classes will implement targeted strategies that will result in 70% of SWDs increasing their reading performance level by an average of three levels measured by Teachers College Reading Writing Program (TCRWP) running records, documented in Assessment Pro.

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: <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 	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>
ReadyGen Reading Program-A rigorous common core aligned reading program that meets the NYS English Language Arts standards. ReadyGen is a comprehensive K-5 literacy complex curriculum of grade level topically-related texts and routines-based instruction. Teachers receiving ongoing professional development from Summer, 2014 until June, 2015, to incorporate the shifts in literacy.	All SWD in ICT, SETSS classes (grades k thru 5)	September, 2014- June, 2015	Teachers, coaches, administrators
Soar to Success Reading Program Soar to Success is an intensive reading intervention program that uses quality literature and graphic organizers to accelerate reading growth.	All self-contained special education	September, 2014-June, 2015	Teachers, coaches

	students		
<p>MYON Reading is a computer based program with an interactive digital library with over 4,000 books.</p> <p>Each student has the opportunity, both in school, and at home, to read and work on appropriate reading levels.</p> <p>Teachers will receive ongoing professional development from October, 2014 until June, 2014 during Monday PD.</p>	All classes including SWD in ICT, SETSS, and self-contained classes	October, 2014-June, 2015	Teachers, paraprofessionals, administrators
<p>Mindplay Reading Program is an intervention program that targets the struggling reader.</p> <p>This comprehensive adaptive reading assessment provides an individual program for each user.</p> <p>Teachers will receive ongoing professional development from October, 2014 until June, 2014 during Monday PD.</p>	Selected students in general ed, ICT, SETSS, self-contained classes	October, 2014-June, 2015	Teachers, administrators
<p>Code X Reading Program- A common core aligned reading program that meets the NYS ELA standards for grade 6 students. The students learn to read, write, think, analyze, question, cite evidence and debate.</p> <p>Teachers will receive ongoing professional development.</p>	All SWD in SETSS classes (grade 6)	September 2014, - June, 2015	Teachers, coaches
<p>Parent workshops and events</p> <p>The instructional coaches, parent coordinator and teachers conduct workshops to share information and provide parents with strategies and activities they can use at home to support their children's academic achievement. We also host family events, such as a Family Night, where the school and parent community come together for a night of sharing strategies, insights and help for our SWD. This builds trust between our school and parents. The peer interactions, student-teacher trust, parent-teacher trust makes this a successful night annually. A strong focus on the quality of student discussion.</p>	All SWD and families	Winter, 2015	Teachers, administrators, guidance

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>The professional development plan that is in place will continue throughout the school year of 2014-2015 on Mondays, as well as outside of the school building.</p> <p>Allocate funds for per session and per diem for professional development outside of the school building.</p> <p>Allocate funds for per session and per diem of PD sessions/Assembly schedule.</p> <p>Allocate funds for teacher salary.</p> <p>Parent involvement and collaboration for Special Education Family Night</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.									
X	Tax Levy		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.									

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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:

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.

By February 2015 70% of SWDs will increased their performance level by at least one reading level as measured by Teachers College Reading Writing Program (TCRWP) running records.

Individual reading goals will be set for each student and progress monitored via documentation entered into Assessment Pro. Teachers meet regularly to discuss how to improve their instructional techniques and student outcomes. Teachers receive professional development to improve instructional strategies for SWD. Guidance department works with students on personal academic behaviors.

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?				

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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

- | | |
|----|---|
| 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. |

The 2014-2015 Capacity Framework calls for a supportive environment where the school establishes a culture where students feel safe, supported and challenged by their teachers and peers.

The Quality Review of 2013-2014 indicated that while systems were in place to provide students with feedback, the feedback needs to be more actionable and individualized to press toward academic achievement.

A review of student work indicated a need for peer feedback and self-assessment.

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

By June 2015, teachers will engage students in creating an academically challenging and socially supportive school culture, by increasing opportunities for peer interactions that will provide support for social and academic growth. This will be measured by an increase in one performance level for 60% of students on end of unit assessments/tasks.

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>
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			
Teachers engage in professional learning communities for 80 minutes each week	All teachers	Mondays from September to June	Teachers, coaches, administration
Teaches engage in collaborative learning analyzing student work around the school’s instructional focus : <i>“To use higher order questioning and discussion practices to increase students’ ability to deepen and elaborate upon their thinking in written and oral form. These practices will align to the close reading of complex</i>	All teachers	Weekly from September to June	Teachers, coaches, administration

<i>texts across all grades and content areas.”</i>			
Teachers and administrators work toward the shared goal of improving student outcomes through collaboration and professional discussions around teaching and learning within a culture of respect and trust.	All teachers	Weekly from September to June	Teachers, Coaches, administrators
Teachers provide actionable feedback to students that will challenge their thinking and improve the level of performance.	All Students, All Teachers	Daily from September to June	Teachers, Coaches, Administrators
Students engage in collaborative discussions in Socratic Seminars where they initiate discussions and questions. All opinions, thoughts and ideas are valued and respected.	All Students, All Teachers	Weekly from September to June	Teachers
Students engage in peer feedback where they offer suggestions to each other based on a rubric on how to improve their work.	All Student, All Teachers	Every two months from September to June	Teachers
Students in the STAR Program (<u>S</u> tudent <u>T</u> utors <u>A</u> re <u>R</u> emarkable) work with lower grade students with the Great Leaps Reading Program	Fifth and Sixth Grade Students (Tutors) First Grade Students (Tutors)	Twice a Week	Students, Coaches
Guidance Counselors engage students in the Lunch Intervention Program to support socio-emotional growth through conflict resolution.	At Risk Students	Once a Week	Guidance Counselors
The School Safety Patrol assists and greets students each morning which contributes to a culture that is socially supportive.	Sixth Grade Students	Daily	Students Administration Parent Coordinator
Student Council allows the voices of our students to be heard and engage students in decision-making.	Fifth and Sixth Grade Students elected by their peers	Bi-Monthly	Students Administrators Guidance Counselors Parent Coordinator

Part 4 – Resources Needed

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

Great Leaps Reading Program
 Use of teacher teams, peers, instructional coaches and lead teachers for demonstration of Socratic Seminar.
 Scheduling adjustments for all grades to have weekly common planning time.
 Training for STAR students.
 Scheduling for Lunch Intervention Program.

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
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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:

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

By February 30% of students will show an increase of one performance level as measured by end of unit assessments.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. 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 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

- | | |
|-----|---|
| 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. |

The 2014-15 Citywide Instructional Expectations call for schools to develop a school-wide instructional focus rooted in the school’s needs and has a direct and evident impact on classroom practice. In consultation with our Instructional Leadership Team, it was decided to refine our instructional focus to encompass the three most visible and high impact Danielson components as determined by the contractual agreement reached by the DOE and UFT (3b, 3c and 3d). The teachers of PS 153 are committed to the success and improvement of their classrooms and our school.

Through data received from our 2013-2014 Quality Review it was evident that we need to focus on engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. We also need to align assessments and rubrics to curricula to offer actionable feedback, identify achievement trends and inform instructional adjustments to meet all students’ needs.

Through data received from our first round of informal observations from Advance it is clear that our focus should be around components 3b, 3c, and 3d. For competency 3b: Using Questioning and Discussion Techniques, 13 teachers did not receive a rating of effective or highly effective. For competency 3c: Engaging Students in Learning, 6 teachers did not receive a rating of effective or highly effective and for competency 3d: Using Assessment in Instruction, 26 teachers were rated effective.

Many of the teachers have engaged in Learning Walks where the focus has been on 3b Questioning and Discussion Techniques. We are scheduling more Learning Walks for the teachers who will benefit from the inter-visitations. The feedback that we have received from the teachers showed that 91% of the teachers felt that the learning walks was relevant to their professional goal while 91% felt the learning walk had a positive impact on their teaching. This feedback shows the importance of continuing the learning walks as well as how committed our teachers are to improving their classrooms.

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

As a result of teacher collaborations and Learning Walks by June 2015 a minimum of 65% of teachers will receive a rating of effective or highly effective in Danielson’s Framework components 3b (Questioning and Discussion Techniques), 3c (Student Engagement), and 3d (Using Assessment in Instruction) as measured by the ADVANCE monitoring systems.
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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			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>			
<p>Learning Walks-to give teachers the opportunity to participate in PD within a culture of respect and continuous improvement.</p>	<p>Teachers not receiving a rating of effective or highly effective in 3b, 3c, 3d</p>	<p>September to November—first Cycle December to February—second cycle March to June—third cycle</p>	<p>Coaches, Instructional Leadership Team, Teachers, Administrators</p>
<p>Teachers will engage in a book club on <u>Effective Questioning Strategies in the Classroom</u>.</p>	<p>Teacher teams</p>	<p>Bi-Monthly October to June</p>	<p>Coaches, Instructional Leadership Team, Teachers, Administrators</p>
<p>Administrators will review ADVANCE data on an ongoing basis in order to determine which teachers are and are not being rated effective or highly effective.</p>	<p>All teachers</p>	<p>September to November—first Cycle December to February—second cycle March to June—third cycle</p>	<p>Administration</p>
<p>Teachers will plan, reflect upon, and refine classroom practices to incorporate instructional strategies aligned to the instructional focus. (through unit planning)</p>	<p>All teachers</p>	<p>Monthly planning meeting with pedagogues on grade.</p>	<p>Coaches, Instructional Leadership Team, Teachers, Administrators, Grade Leaders</p>
<p>Teachers and administration will conduct grade-level, subgroup (ELL, Sp Ed, Beacon), and vertical inter-visitations.</p>	<p>All teachers</p>	<p>When necessary</p>	<p>Coaches, Instructional Leadership Team, Teachers, Administrators</p>
<p>Inquiry Teams—Teachers were surveyed and through the results of the survey teams were formed around common interests. Teams were formed within a culture of respect.</p>	<p>All teachers and paraprofessionals</p>	<p>December-June</p>	<p>Coaches, Instructional Leadership Team, Teachers, Administrators</p>
<p>Parent Workshops will be provided to teach parents how they can use higher order questions at home to support student progress.</p>	<p>Parents</p>	<p>Twice during the year</p>	<p>Coaches, Parent Coordinator</p>

Part 4 – Resources Needed

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

Coaches
 Instructional Leadership Team
 Teachers
 Administrators
 F-Status teacher to provide coverages for common planning time
 Schedule adjustments all grades have weekly common planning time
Effective Questioning Strategies in the Classroom was purchased for every staff member

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		Title IIA	X	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:

- 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.

- By February 2015 all teachers will have at least two informal observations completed with feedback on components 3b, 3c, and 3d.
- By February 2015 all teachers who did not receive a rating of effective or highly effective through observations on 3b, 3c, and 3d will have completed a learning walk and have completed a feedback form.
- By February 2015 all teacher teams leaders will have met twice to discuss their progress in the book club, Effective Questioning Strategies in the Classroom.
- By February 2015 one parent workshop will be completed on questioning and feedback forms will be collected and analyzed
- By February 2015, ILT members will meet to discuss their groups progress and next steps.
- By February 2015 Unit plans will be monitored for revisions to maps showing reflection on teaching.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. 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 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

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|-----|--|
| 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. |

The 2014-2015 Citywide Instructional Expectations call for collaborative professional learning. The Capacity Framework calls for schools to nurture the professional growth of teachers by working with the school community to build coherent instructional support that improves student achievement. Summative Conferences with teachers for the 2013-2014 school year, identified teachers’ reflections on their strengths and best practices, as well as their areas for improvement. This data was reviewed and organized to determine the teachers who have best practices to share and the areas of teaching for which they need to strengthen. In addition, our Professional Development Committee conducted a school wide survey of the staff that indicates an interest in developing pedagogical strengths based on identified areas for growth.

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.

Provide targeted and differentiated professional learning opportunities based on feedback from teacher observations and post observation conferences and that will elevate teacher practice so that by June 2015, 65% of teachers will see an increase in their instructional practice as measured by the Measures of Teacher Practice in ADVANCE.

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			
Teachers engage in Professional Learning Communities and bring	All Teachers, Para-	Bi Monthly-	Teachers, Coaches,

instructional strategies to vertical and horizontal teams of teachers.	professionals	October-June	Administration, Instructional Leadership Team
Teacher leaders facilitate differentiated professional learning opportunities.	All Teachers, Para-professionals	Bi Monthly-October-June	Teachers, Coaches, Administration, Instructional Leadership Team
Teachers engage in professional learning opportunities that are self-selected areas of study that include team-based research, job-embedded learning, and the forum to learn collaboratively.	All Teachers, Para-professionals	Bi Monthly-October-June	Teachers, Coaches, Administration, Instructional Leadership Team
Teacher teams, led by teachers, engage in vertical study groups that align to the school's instructional focus, using Effective Questioning Strategies in the Classroom: A Step by Step Approach to Engaged Thinking and Learning (Fusco) in order to seek out researched-based questioning and discussion techniques to engage students in the classroom.	All Teachers, Para-professionals	Bi Monthly-October-June	Teachers, Coaches, Administration, Instructional Leadership Team
Teachers engage in Professional Learning Communities for 80 minutes each week.	All Teachers	Weekly September to June	Coaches, Administration
Teachers engage in collaborative learning around the school's instructional focus through learning walks. Teacher leaders open their classrooms to de-privatize their instructional practices for groups of teachers	Selected Teachers	Weekly-November to June	Teachers, Coaches, Administration
Teachers and administrators work toward the shared goal of improving student outcomes through collaboration and professional discussions around teaching and learning within a culture of respect and trust.	All Faculty	Weekly September to June	Teachers, Coaches, Administration

Part 4 – Resources Needed

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

Use of teacher teams, peers, instructional coaches and lead teachers for demonstration of modeling, developing norms and common language among teachers in the implementation of the school instructional focus and other professional learning.

Scheduling for classroom Learning Walks.

Weekly cabinet meetings

Professional book, "Effective Questioning Strategies in the Classroom" by Ester Fusco for each teacher.

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	X	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 February 2015, teacher team leaders will have met two times to discuss the progress of their professional learning study groups and to make any adjustments, as necessary.

By February 2015, selected teachers will have completed a learning walk and provided a reflection on the experience.

By February 2015, 30 % of teachers will show an increase in their performance rating of teacher practice through observations on ADVANCE.

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

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. 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 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. |

A review of the 2014 NYSESLAT scores results in the identification of 62% of students who made progress in proficiency levels, e.g. beginner to intermediate, intermediate to advanced, etc. However, 38% of ELL students did not progress to the next proficiency level. An increase in parental involvement would support improved student academic achievement.

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, the P.S. 153 staff will continue to provide support for parents of our emergent bilingual students that will result in the ELL student group demonstrating progress towards achieving language proficiency as measured by a 3% increase in the number of students advancing to the next proficiency level as determined by the NYSESLAT assessment.

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			
Continue to implement the CUNY NYSIEB School Improvement Action Plan developed by our ESL Leadership Team in collaboration with the CUNY- NYS Initiative for Emergent Bilinguals Grant to foster a cultural ecology that values all cultures and promotes bilingualism. This will foster trust and respect between the home and school communities.	ESL Leadership Team/All Staff	2014-2015 school year	Administration, Leadership Team, Parent Coordinator
During Tuesday parent sessions, teachers will meet with parents of emergent bilingual students to foster strong school-home relationships and have a continued dialogue about their child’s progress.	Parents	2014-2015 school	Administration, ESL Leadership Team, Teachers and Parent Coordinator

Parent workshops will be held to inform and support parents on how to improve their child's reading and mathematical ability.	Parents	2014-2015 school year	Parents, teachers, Coaches and Parent Coordinator
After-school and Saturday ELL Programs will be held for students and parents. Students will focus on building their reading, writing, listening and speaking skills which will improve their overall academic progress. Parents will focus on conversational English skills so they can support their children in language acquisition and improve their ability to dialogue with staff and the community. This will foster trust between the home and school communities and support students' educational progress.	Parents and students	2014-2015 school year	Parents and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
A) Administrators, ESL teachers, classroom teachers of ELL's, Parent Coordinator, CUNY-NYSIEB personnel B) Parent and student materials for after school and Saturday programs.

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	X	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:				
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.				
<ul style="list-style-type: none"> By February 2015, 40% of ELL students will increase their rating on the school created checklist (Progress of Language Acquisition Report) on at least 3 out of the 5 criteria assessed in the reading, writing, listening and speaking components. 				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
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)	Based on Dibel (Dynamic Indicators of Basic early Literacy) scores in September, as well as reading levels and NYS ELA scores.	Phonics Based Programs (Foundations) Reading Recovery (Comprehension) MYON (Comprehension) Mindplay (phonics and comprehension) LLI	Small group, or individual	During the day, 3 -5 times a week. MYON and Mindplay can be done at home
Mathematics	Students who have received a Level 1 in math	Dreambox (Technology based math program)	individual	During the day, 3-5 times during the week Can be done at home
Science	Directed to students who struggle with reading and understanding of science content	Harcourt text series. AIS takes place in the classroom. Students who struggle with content are given support through differentiated instruction, scaffolds and guided instructional groups.	Small group of individual	During school day
Social Studies	Directed to students who struggle with reading and understanding of social studies content	Houghton Mifflin Harcourt text series AIS takes place in the classroom. Students who struggle with content are given support through differentiated instruction, scaffolds and guided instructional groups	Small group of individual	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student is discussed at PPT meeting, and given at-risk services counseling, OT/PT/speech	Foundations, Speech intervention, OT/PT/guidance	Small group, or individual	During the day

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.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

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.).

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.

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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. [24Q153], 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. [24Q153] 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)

[24Q153], 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: Maspeth Elementary School	DBN: 24Q153
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 144
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input 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: PS153's Title III program provides English Language Learners with supplemental instruction in an After-school ESL Academy that will target the content areas. The instructional programs will service 69 ELLs in Grades 2, 3, 4, 5 and 6 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT and 75 former ELLs who scored proficient on the 2013 or 2014 NYSESLAT.

Group class size will be maintained at 15-18 students per teacher. There will be eight classes for the After-School Academy and one class for parents, to run concurrently. The After-School ESL Academy will run twice a week for 12 weeks, for a total of 24, 75 minute sessions. The program will run from 2:45pm-4:00pm. One supervisor will be needed since the Title III program will be the only one in session at this time. Eight licensed, certified ESL teachers will provide supplemental instructional support in alignment with the Common Core Learning Standards. Instruction will focus on Literacy through the Science content area, using ESL strategies in all modalities to help students attain proficiency in the English Language. Interdisciplinary studies are used in order to build on students' prior knowledge and to facilitate English language learning. Supplementary materials will be provided to augment English and content area instruction. Rourke Classroom Resources, Readers for Writers, Language Proficiency Program, is based on research to support academic vocabulary acquisition, fluency and comprehension and will be used for instruction. Instruction will encompass reading, writing, listening, and speaking as students use science content to facilitate learning. Instruction will include the implementation of ESL strategies to facilitate language acquisition and vocabulary development in non-fiction reading.

This program is designed to meet the priority needs identified during the evaluation and assessment process of our ELL and former ELL students. 61% of Former ELLs in the testing grades performed at levels 1 and 2 on the CCLS ELA assessment and 100% of current ELLs in the testing grades performed at levels 1 and 2 on the CCLS ELA assessment in the Spring of 2014.

Parents will receive an invitation letter, in English and in home languages, describing the program.

General instructional supplies, such as chart paper, markers, paper, and native language materials will be purchased with Title III monies to support this after-school program.

Part B: Direct Instruction Supplemental Program Information

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: PS 153's Title III Professional Development program will focus on providing classroom teachers of ELLs with instructional strategies that focus on the essential components of reading instruction, including phonemic awareness, vocabulary development, reading fluency, and reading comprehension for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the Common Core Learning Standards in Literacy and Math. In partnership with CUNY and the New York State Initiative for Emergent Bilinguals (NYSIEB), professional development will be provided with a focus on developing appropriate pedagogical strategies to support bilingual development (translanguaging). Teachers participating in the professional development workshops will be paid at the per session rate. Susan Voogt, Assistant Principal, the network ESL Specialist, CUNY/NYSIEB, and ESL teachers, Susan Mohan and Connie Kelly, will facilitate these professional development sessions. Sessions are scheduled once every six weeks beginning in December 2014. The sessions will from 4:00 -5:00 pm on the following tentative dates: December 16, January 27, March 10, and April 13, 2015. Teachers working in the supplementary instructional program and up to 10 teachers of ELLs will receive four, one hour sessions of professional development. Topics that will be addressed during these professional development sessions are as follows:

One, 60 minute professional development session will be devoted to planned activities that will support teachers' ability to understand and use the instructional program and it's assessment measures with integrity.

One, 60-minute professional development session will be devoted to six strategies to improve comprehension: self-monitoring, using graphic organizers, semantic organizers, text structure, effective questioning and summarizing.

One, 60 minute professional development session will be devoted to academic language development, along with instructional strategies that develop and enhance ELL students' vocabulary. Teachers will understand the three tier categories of vocabulary development and how they connect to academic language.

One, 60 minute professional development session will be devoted to scaffolding strategies across the disciplines and using translanguaging as a resource in the classroom.

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: PS 153's Title III After-School ESL Academy will provide parents with intensive English instruction where their language needs are addressed. They will be given the opportunity to attend 24 sessions of ESL, taught by one fully certified ESL teacher. Classes will be held from 2:45-4:00pm, from December 10, 2014 through March 25, 2015, running concurrently with the after-school program each week on Wednesdays and Thursdays.

ELL parents/guardians will also have opportunities to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: Parents will be coached in how to understand the Common Core Learning Standards in Math. Parents will become familiar with the ESL learning standards and NYSESLAT assessment. Parents will become familiar with the Common Core Learning Standards for Literacy (Reading, Writing, Language). The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate parent workshops. Tentative dates are December 10, 2014, January 7 and February 11, 2015. Translation will be provided at each session.

Parents will be notified of these opportunities through invitations that will be provided in their home language. Ten percent of the total allocation of Title III funds has been set aside for parental involvement.

Part E: Budget

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

Allocation Amount: \$18856

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 	18174.08	1 licensed, ESL certified teacher will provide ESL instruction to parents, 2 times a week for 12 weeks, totaling 24, 75 minute, sessions during the after school program at the contractual rate of \$51.51. Five licensed, ESL certified teachers will host the International Night Family Celebration for one, 2 hour, event at

Part E: Budget

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

Allocation Amount: \$18856

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>the contractual rate of \$51.51.</p> <p>Funding for the ESL After School Academy includes one supervisor, for a total of 32 hours at the per session rate of \$52.84 (Academy and International Family Night). 8 licensed, ESL certified teachers will provide instruction to students in the After School Academy twice a week for 12 weeks; totaling 24, 75 minute, sessions at the contractual per session rate of 51.51.</p> <p>Four Professional Development sessions will provide training to 10 teachers in ESL strategies at per session rate of \$51.51.</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		<p>_____</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	681.92	<p>Paper, ink, non-fiction trade books, chart paper, markers.</p>
<p>Educational Software (Object Code 199)</p>	.	<p>_____</p>
<p>Travel</p>	<p>_____</p>	<p>_____</p>
<p>Other</p>	<p>_____</p>	<p>_____</p>
<p>TOTAL</p>	<p>_____</p>	<p>_____</p>

**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 24	Borough Queens	School Number 153
School Name Maspeth Elementary		

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 Susan Bauer	Assistant Principal Susan Voogt
Coach Doreen Keegan	Coach Diane Marzec
ESL Teacher Susan Mohan	Guidance Counselor Jennifer Levy
Teacher/Subject Area Constance Kelly, ESL Teacher	Parent
Teacher/Subject Area type here	Parent Coordinator Susan Yanez
Related Service Provider Maria Tocaj	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.	8	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	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	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	5	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1417	Total number of ELLs	163	ELLs as share of total student population (%)	11.50%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained	43	32	27	0										102
Push-In	5	6	4	7	19	14	6							61
Total	48	38	31	7	19	14	6	0	0	0	0	0	0	163

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	163	Newcomers (ELLs receiving service 0-3 years)	148	ELL Students with Disabilities	24
SIFE		ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	

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
Dual Language										0

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	
ESL	148		16	15						163
Total	148	0	16	15	0	0	0	0	0	163

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	23	19	5	11	8	5							100
Chinese	1	3	2	1	0	0	0							7
Russian														0
Bengali														0
Urdu						1								1
Arabic	3	5	4	1	5	3	0							21
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	14	5	6	0	2	0	1							28
Albanian														0
Other	1	2	0	0	0	3	0							6
TOTAL	48	38	31	7	18	15	6	0	0	0	0	0	0	163

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)	47	7	6	2	4	3	3							72
Intermediate(I)	1	6	8	2	8	1	1							27
Advanced (A)	0	24	17	3	7	10	3							64
Total	48	37	31	7	19	14	7	0	0	0	0	0	0	163

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	3	4	0	16
4	8	5	0	0	13
5	7	3	1	0	11
6	18	3	0	0	21
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	8	1	5	2	2		1		19
4	8	3	2		0	1	1		15
5	7	2	3		1		0		13
6	8	2	11		1		0		22
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	3		5	1	4	3	3		19
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.
Early literacy skills are assessed through the TC Running Record of Reading and performance tasks in the literacy and math curriculum. Data from the TC benchmarks for reading show that ELLs continue to need strong instructional support in the modality of reading.

All ELL students are provided with differentiated instruction that will cover all content areas, including literacy, mathematics, science and social studies to meet and exceed the Common Core Learning standards. ELLs participate in the literacy curriculum, where the teacher engages ELLs in read-alouds, the Socratic Seminar, language experience, shared reading, close reading of grade level texts, one-to-one conferring, guided reading and independent reading. ELLs are also engaged in Writing instruction through modeled writing, shared writing, guided writing, independent writing and interactive writing. In the early grades, K-2, the Foundations Phonics Program and Word Work lessons are implemented within the literacy model.

Focused lessons are derived from this data and serve to enhance the listening, speaking, reading and writing skills to a level that can promote and enhance their success. ELLs are expected to achieve the same high standards as all students. As per our Language Allocation Policy, Beginner and Intermediate ELLs are given 360 minutes of ESL Instruction and Advanced ELLs are given 180 minutes of ESL instruction with an additional 180 minutes of ELA. Additionally, content areas of Science, Social Studies and Mathematics are used as vehicles of ESL instruction to prepare the ELLs for state assessments.

Title III funded programs provide supplemental instruction to ELLs through the Saturday Intergenerational Academy program and The Title III after-school ELL program. Additional help in English is provided to parents through the Saturday Intergenerational Academy. These programs are used to service any incoming SIFE students as well. The instructional programs service ELLs in Grades K-6 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Additionally, Title III extended day programs prepare the children for the content area state exams of Mathematics and Science.

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

The administration of the LABR in Kindergarten reveals that the majority of students receiving ESL services in Kindergarten are first time entrants to the public school system. Grade two has the largest population of ELLs in the beginner category.

The 2013 NYSESLAT indicates that there are 37 First Grade ELLs; 7 are beginners, 6 are intermediate, and 24 are advanced students. Of the 31 second grade ELLs, 6 are beginners, 8 are intermediate, and 17 are advanced students. Of the 7 third grade ELLs, 2 are beginners, 2 are intermediate, and 3 are advanced students. Of the 19 fourth grade ELLs, 4 are beginners, 8 intermediate and 7 are advanced students. Of the 14 ELLs in grade five, 3 are beginners, 1 is intermediate, and are 10 advanced students. Of the 7 ELL students in sixth grade, 3 are beginners, 1 is intermediate, and 3 are advanced students. Across the grades, from K through 6 in General Education classes, beginner ELLs are first time entrants into the English public school system who have been here less than one year.

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

Data from the 2013 NYSESLAT and LAB-R data shows deficiencies in the modalities of writing and reading. Therefore, instructional emphasis is on reading and writing. The emphasis on the modalities of Listening, Speaking, Writing and Reading is data driven. Data is compiled from the results of baseline and benchmark assessments in reading and mathematics, the ELL periodic assessment, running records of reading progress, pre and post assessments from unit writing tasks, as well as the State Assessments in ELA and Math, to plan the instruction of ELLs. Early literacy skills are assessed through running records of reading progress and pre/post assessments from unit writing tasks. Data from these assessments show that ELLs continue to need strong instructional support in the modalities of reading and writing.

All ELL students are provided with differentiated instruction that will cover all content areas, including balanced literacy, mathematics, science and social studies to meet and exceed the Common Core Learning standards. ELLs participate in the CCLS aligned reading curriculum, where the teacher engages ELLs in read-alouds, accountable talk, language experience, shared reading, one-to-one conferring, guided reading and independent reading. ELLs are also engaged in writing instruction through modeled writing, shared writing, guided writing, independent writing and interactive writing. In the early grades, K-2, the Foundations Phonics Program and Word Work lessons are incorporated into the literacy instruction.

Focused lessons are derived from this data and serve to enhance the listening, speaking, reading and writing skills to a level that can promote and enhance their success. ELLs are expected to achieve the same high standards as all students. As per our Language Allocation Policy, Beginner and Intermediate ELLs are given 360 minutes of ESL Instruction and Advanced ELLs are given 180 minutes of ESL instruction with an additional 180 minutes of ELA. Additionally, content areas of Science, Social Studies and Mathematics are used as vehicles of ESL instruction to prepare the ELLs for state assessments.

Title III funded programs provide supplemental instruction to ELLs through the Saturday Intergenerational Academy program and The Title III after-school ELL programs. Additional help in English is provided to parents through the Saturday Intergenerational Academy. These programs are used to service any incoming SIFE students as well. The instructional programs service ELLs in Grades K-6 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. Additionally, Title III extended day programs prepare the children for the content area state exams of Mathematics and Science.

Growth in the four modalities of language learning, namely Listening, Speaking, Reading, and Writing, will be measured by administering the appropriate grade level NYSESLAT. Periodic Assessments, the NYSESLAT, and State ELA assessment are given to

any ELL that is here for more than one year. The four modalities will be taught using the content area as a vehicle of language learning. We realize that the success of ELLs is dependent on their knowledge of the academic language of the content areas, as well as the exams they must take. Children will continue to be held to the same rigorous standards in all content area instruction as native speakers of English .

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

NYS ELA Results:

Assessment results from the 2013 NYS English Language Arts Assessment reveals that 25% of the third grade ELLs tested received a performance level of 3, meeting the Common Core Standard. 19% of the third grade ELL students tested received a performance level of 2 and 56% received a performance level of 1, falling below the Common Core standard. No ELLs in grade 3 exceeded the common core standard with a performance level 4.

Assessment results from the 2013 NYS English Language Arts Assessment reveals that no fourth grade ELLs tested received a performance level of 3, meeting the common core standard. 38% of the fourth grade ELL students tested received a performance level of 2 and

62% received a performance level of 1, falling below the common core standard. No ELLs in grade 4 exceeded the common core standard with a performance level 4 in ELA.

Assessment results from the 2013 NYS English Language Arts Assessment reveals that 10% of the fifth grade ELLs tested received a performance level of 3, meeting the common core standard. 27% of the fifth grade ELL students tested received a performance level of 2 and 64% received a performance level of 1, falling below the common core standard. No ELLs in grade 5 exceeded the common core standard with a performance level 4 in ELA.

Assessment results from the 2013 NYS English Language Arts Assessment reveals that 0% of the sixth grade ELLs tested received a performance level of 3, meeting the common core standard. 14% of the sixth grade ELL students tested received a performance level of 2, approaching the common core standard, and 86% received a performance level of 1, falling below the common standard. No ELLs in grade 6 exceeded the common core standard with a performance level 4 in ELA.

- NYS Math Results

Assessment results from the 2013 NYS Mathematics Assessment reveals that 11% of the third grade ELLs tested received a performance level of 3, meeting the common core standard. 37% of the third grade ELL students tested received a performance level of 2, approaching the common core standard, and 47% received a performance level of 1, falling below the common standard. One student, .05%, of ELL students in grade 3 exceeded the common core standard with a performance level 4 in math.

Assessment results from the 2013 NYS Math Assessment reveals that one student, .06% of the ELLs tested in grade 4 exceeded the common core standard with a performance level 4 in Math. .06% of the fourth grade ELLs tested received a performance level of 3, meeting the common core standard. 13% of the fourth grade ELL students tested received a performance level of 2 and 73% received a performance level of 1, falling below the common standard in math.

Assessment results from the 2013 NYS Math Assessment reveals that 0% of the fifth grade ELLs tested exceeded the common core standard with a performance level of 4 in Math. .07% of the fifth grade ELLs tested received a performance level of 3, meeting the common core standard. 23% of the fifth grade ELL students tested received a performance level of 2 and 69% received a performance level of 1, falling below the common core standard in math.

Assessment results from the 2013 NYS Math Assessment reveals that .04% of the sixth grade ELLs tested received a performance level of 3, meeting the common core standard. 50% of the sixth grade ELL students tested received a performance level of 2 and 45% received a performance level of 1, falling below the common standard in math. No ELL students in grade 6 exceeded the common core standard with a performance level 4 in math.

- NYS Science Results

Assessment results from the 2013 NYS Science Assessment in Grade 4 reveals that 16% of the fourth grade ELLs tested exceeded the state standard with a performance level of 4 in Science. 37% of the fourth grade ELLs tested received a performance level of 3, meeting the state standard. 31% of the fourth grade ELL students tested received a performance level of 2 and 16% received a performance level of 1, falling below the state standard in Science.

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](#).)

For Tier 1 interventions, classroom and ELL teachers use systematic strategies and techniques to support ELLs in the classrooms.

For those students who are reading below grade level and have been in DOE schools for more than one year, the RTI team uses two universal screeners: DIBELS and TC running records to determine if students fit criteria for a Tier 2 intervention. These students receive

Foundations and/or Wilson Intensive for 3 periods per week. After two-three instructional cycles, students may have made enough progress based on DIBELS and running record progress monitors to return to Tier 1 interventions in the classroom.

If ELLs do not make enough progress, they may be moved up to a Tier 3 interventions where we increase Foundations or Wilson Intensive up to five periods per week. If the student makes progress, we will continue until the student is ready to be reduced back down to Tier 2. If a student does not make progress, we will recommend a referral for special education services.

6. How do you make sure that a child's second language development is considered in instructional decisions?
In collaboration with CUNY-NYSIEB, home language practices of ELLs are recognized and used as an instructional tool. Instructional decisions are made with the consideration of building upon the students' home language and cultural practices in instruction as an essential tool for language learning and education in general. In order to provide opportunities for bilingual students to use both English and home language practices, strategies for translanguaging (using home language literacy to support new language acquisition) are incorporated in the classrooms of ELLs. Also, the use of the New Language Arts Progressions will be introduced to teachers to guide them in providing instruction that makes the CCLS accessible to students at various language proficiencies and literacy levels.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Growth in the four modalities of language learning, namely Listening, Speaking, Reading, and Writing, will be measured by administering the appropriate grade level NYSESLAT. Interim Assessments, the NYSESLAT, and State ELA assessment are given to any ELL that is here for more than one year. The four modalities will be taught using the content area as a vehicle of language learning. We realize that the success of ELLs is dependent on their knowledge of the academic language of the content areas, as well as the exams they must take. Children will continue to be held to the same rigorous standards in literacy and content area instruction, as native speakers of English.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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](#).)
ELL students are identified for testing through Home Language Surveys which are given in the native language of the parents at registration. A certified ESL teacher is available to assist parents in completing HLS. If the HLS indicates a language other than English, a certified ESL teacher conducts an informal oral interview in English and any available native translations, as part of the registration process. School staff assist with translations in Spanish, Arabic, and Polish. The NYCDOE translation services are used when we cannot provide the language needed. If the HLS and the interview indicates that the student speaks little or no English, an appropriately certified ESL teacher administers the LABR to these eligible students to determine English language proficiency within ten days of enrollment. If the Home Language Survey indicates Spanish as the student's first language, the Spanish LAB-R is administered by a certified ESL teacher to determine Spanish proficiency. Based on the results of the LAB-R, students are placed in the appropriate program.
- 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.
After a student is determined to need ESL services, an orientation meeting is planned with the parents where the choice of programs for servicing ELLs is explained. Parent Orientation meetings are held to inform parents of all the options and programs the city has to offer and are given the opportunity to choose. Parents view a video, in their native language, explaining the different programs

for ELLs. The choices are Transitional Bilingual Education classes, Dual Language Bilingual, and Free Standing ESL classes. The parents fill out a Parent Survey in their native language indicating their choice. The program endorsed by parents has been Free Standing English as A Second Language and the decision to have ESL over General Education Bilingual classes is a direct result of the implementation of the city's policy of Parental Choice. All presentations and materials in conjunction with the video are given in the native language of the parents. This ensures that parents of incoming ELL students understand the choices being offered by the Department of Education in order to make a well-informed choice. Parent meetings are also conducted with translators. After a parent orientation is given to the parents and a program selection form is filled out we then analyze the data and determine what parents requested a bilingual or dual language program. To ensure that parents are notified when a program becomes available, in our school we develop rosters that list parents who request a bilingual or dual language program. The rosters are kept in our ELL/ Bilingual binder each school year. At this time, a sufficient number of parents have not chosen any program other than ESL for this school year. If any parent requests Dual Language or Transitional Bilingual Education and we currently do not offer such program, we consult ELLProgramTransfers@schools.nyc.gov for assistance with placement. Parent orientation meetings are given in the mornings and afternoons to meet the needs of parents. We also have translators available to ensure that all materials are in native language. Our ESL licensed teachers who conduct the parent workshops and explain all three programs choices to the parents are Susan Mohan, Christine O'Reilly, and Connie Kelly.

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

To ensure that all entitlement letters are distributed and Parent Survey and Program Selection forms are returned we conduct parent orientation meetings throughout the school year. At the parent orientation meetings we provide entitlement letters and program selection forms to all parents to fill out. Susan Mohan and Connie Kelly are our two ESL specialists who are responsible for collecting all data and providing parents with information throughout the school year. All forms are placed in our ELL/ Bilingual Binder for the entire school year. If a parent did not attend the parent orientation meeting we proceed by sending home letters in their native language and contact them by phone to schedule another parent orientation meeting.

Our ESL teachers utilize the ESL roster for the entire school year to ensure that all placement letters and continued entitlement letters are distributed correctly. Throughout the school year the ESL roster is updated and letters are sent out accordingly. Our two ESL specialists Susan Mohan and Connie Kelly are responsible for updating ESL rosters and maintain all records. All letters are sent out in student's native languages and a copy is kept in our ELL/ Bilingual binder for the entire school year. Parents receive written notification, in their native language, when their child is identified to receive continued ESL services. Continuation in the ESL programs is determined by the results of the NYSESLAT given each spring. The programs servicing ELLs are aligned with the parental request as indicated on the Parental Choice documents.

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. ELLs are appropriately placed for the entire academic year. ELLs are assessed at the end of the year using the NYSESLAT to determine the level of proficiency and placement for the following year.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The following are the steps taken to ensure that all ELLs receive NYSESLAT testing annually: The NYSESLAT eligibility roster (RLER) is cross-referenced with our school ESL roster, which contains all ELL admissions program data. The admit and discharge report is checked weekly, along with the RLBR to determine who is eligible for ESL services and NYSESLAT testing. Testing rosters are created from ATS data and school ELL rosters to ensure that all ELLs receive the four components of the NYSESLAT. These rosters are updated daily during the testing period so that all ELLs, including absentees and new admits, are tested in all four components of the NYSESLAT: Listening, Speaking, Reading and Writing.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The trend over the past three years for parental choice, as indicated on the Parental choice forms, has been the ESL Free Standing Program. The data for both the 2012-2013 and the 2011-2012 school years indicated that no parents chose a bilingual program across the grades K-6 with 100% choosing the ESL Free Standing Program. The data for the 2010-11 school year indicated that 2 out of 141 parents, or 1%, chose a bilingual program across the grades with 99% choosing the ESL FreeStanding Program. Currently, the 2013-2014 parental choice was also 100% for the ESL FreeStanding Program.

When a parent requests a bilingual or dual language program, they are given the option of going to another location that offers the program of choice. If fifteen parents request the same program in the same language, then a bilingual class is organized. As shown by the data listed above, at the present time, there are insufficient numbers to organize a bilingual class.

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])?

Public School 153Q is a school with a diverse, multicultural population housing grades Pre-Kindergarten-sixth grade. The school has organized ELLs into selected classes in third through sixth grade, in order to facilitate the servicing of ELLs by a licensed certified ESL teacher. This grouping allows the school to carry out a push in/pull out program in which Beginner, Intermediate and Advanced ELLs receive differentiated and small group instruction. There are presently 1454 students of whom 163, approximately 11%, receive ESL services. Of the 163 ELLs, 163 are serviced by an appropriately certified ESL teacher in a free standing English as a Second Language program. All ell students in the free standing ESL program in grades 3-6 are serviced by certified ESL teachers using a combination of the push-in model and pull out model of instruction . All ELL students in each program model are grouped heterogeneously, with mixed proficiency levels. Ell students in Kindergarten, first grade and second grade are serviced by a licenced certified ESL teacher and grouped heterogeneously, with mixed proficiency levels, in a self-contained grade level setting.

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)?

New Arrivals receive 360 minutes of ESL instruction. Beginner and Intermediates receive eight 45-minute units of ESL instruction per week. Advanced ELLs receive four 45-minute units of ESL instruction. Advanced ELLs receive, in addition to the four period of ESL instruction per week, four periods of ELA instruction per week. Long Term ELLs receive 180 minutes of ESL instruction plus 180 of ELA instruction. The ESL program has eight appropriately certified ESL teachers who service the ELL population according to

the State and City mandates, following the instructional goals of the Common Core Learning Standards in Reading, Writing, Language, and Mathematics and the implementation of the New York City Instructional Expectations. ELLs in the ESL program for grades three through six are grouped into designated classes to allow for the push-in model of instruction in Literacy to be used effectively. Push-in ESL teachers adapt the curriculum by infusing ESL strategies for Beginner, Intermediate and Advanced ELLs. ELLs in grades Kindergarten, one and two are grouped by grade in self-contained ESL classes and receive instruction with ELL strategies throughout the day with a licensed ESL teacher.

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.

The Ready Gen Literacy program, which is aligned to the rigor of the Common Core Learning Standards, uses whole group instruction, small group instruction, teacher conferences, independent reading and writing, and sharing for instruction. Literacy instruction is infused with ESL strategies of Scaffolding, Sheltered English, Verbal and Written Strategies, Visualization, vocabulary development, Graphic Organizers, Reading to Writing Connections, and development of Oral language. Differentiated instruction is used to meet the needs of individual students. We integrate the 4 modalities of listening, speaking, reading and writing. Additionally, the content areas are used as vehicles for ESL instruction to prepare the ELLs for state standardized exams in Science and Mathematics, as well as reading and writing in the content areas. The teaching of Content Area and Literacy has both language and content goals. Sheltered English is used in presenting densely worded concepts. The language and content points are explicitly taught and assessed through individual and group within the literacy instruction. All instruction is data driven. The School Leadership Team, classroom and ESL teachers use the results of baseline and benchmark assessments in Literacy and Mathematics, State ELA and Math data from the previous year, and the NYSESLAT to plan the instruction of the ELLs. We believe that instruction and planning must be data driven.

ELL students in Special Education self-contained classes receive reading instruction through the Houghton-Mifflin Soar To Success Intervention Program to help them learn to apply and use comprehension and decoding strategies and skills as they read across the content areas. Teachers implement scaffolded, small-group instruction in comprehension and use effective strategies including decoding, vocabulary development, reciprocal teaching, and graphic organizers to support English Language Learner.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB-R to determine language dominance. Title III funds provide beginner ELLs with the preparation they need to take the content area State exams in Science and Mathematics which will be administered with English and home language editions simultaneously or a translated version.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The language weaknesses in all of the four modalities of Listening, Speaking, Reading and Writing are addressed through joint planning of the ESL specialist and the classroom teacher.
ESL and classroom teachers jointly plan and assess instructional and language goals to meet the needs of all ELLs. In grades 3, 4, 5 and 6, all students are serviced through a push in model of instruction by an ESL teacher. During this time the ESL teacher aligns the instruction to the classroom curriculum and the students receive scaffolded instruction based on their individual strengths and needs, including intensive vocabulary and language instruction which will enable them access to academic content and the ability to perform successfully and independently.
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).

The SIFE are defined as ELL students who, upon enrollment, have had at least two years less schooling than their peers, function at least two years below expected grade level in reading and in mathematics. Title III extended day and Saturday programs are made available for these SIFE students to help them catch up with the basic skills they need in Mathematics and in decoding skills needed for Reading.

New Arrivals receive 360 minutes of ESL instruction. Additionally, Title III extended day and Saturday programs are made available for these children to help them further their Academic English as well as content area concepts.

Beginner and Intermediates receive eight 45-minute units of ESL instruction per week. Advanced ELLs receive four 45-minute units of ESL instruction. Advanced ELLs receive, in addition to the four period of ESL instruction per week, four periods of ELA instruction. There are 15 ELLs who have received 4 or more years of service and qualify for extension of services. Of these, 7 are in Special Education classes. Of the 15 ELLs who have received 4-6 years of ESL services in a free-standing ESL program, 8 ELLs are in regular education. All long-term ELLs receive services from Title III Afternoon and Saturday Programs, and academic intervention services in the extended day program. Long Term ELLs receive 180 minutes of ESL instruction plus 180 of ELA instruction. Long Term ELLs and former ELLs have available to them all Title III extended day and Saturday Programs as well as small group instruction in literacy and math in the extended day program.

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?

Age appropriate and grade-level materials are used in classrooms of ELL-SWDs that are aligned with the Common Core Learning Standards so that ELL students maintain academic progress while developing English proficiency. In order for all ELLs to access the grade level content, academic language is explicitly taught using ESL strategies and differentiated instruction.

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?

The needs of ELL-SWDs are met by creating a flexible schedule that allows students with disabilities to participate in ELL classes with non-disabled peers, within the framework of the required ESL service hours in reading, writing, and the content areas of Math, Science and Social Studies, depending on their individual abilities.

Courses Taught in Languages Other than English ⓘ

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

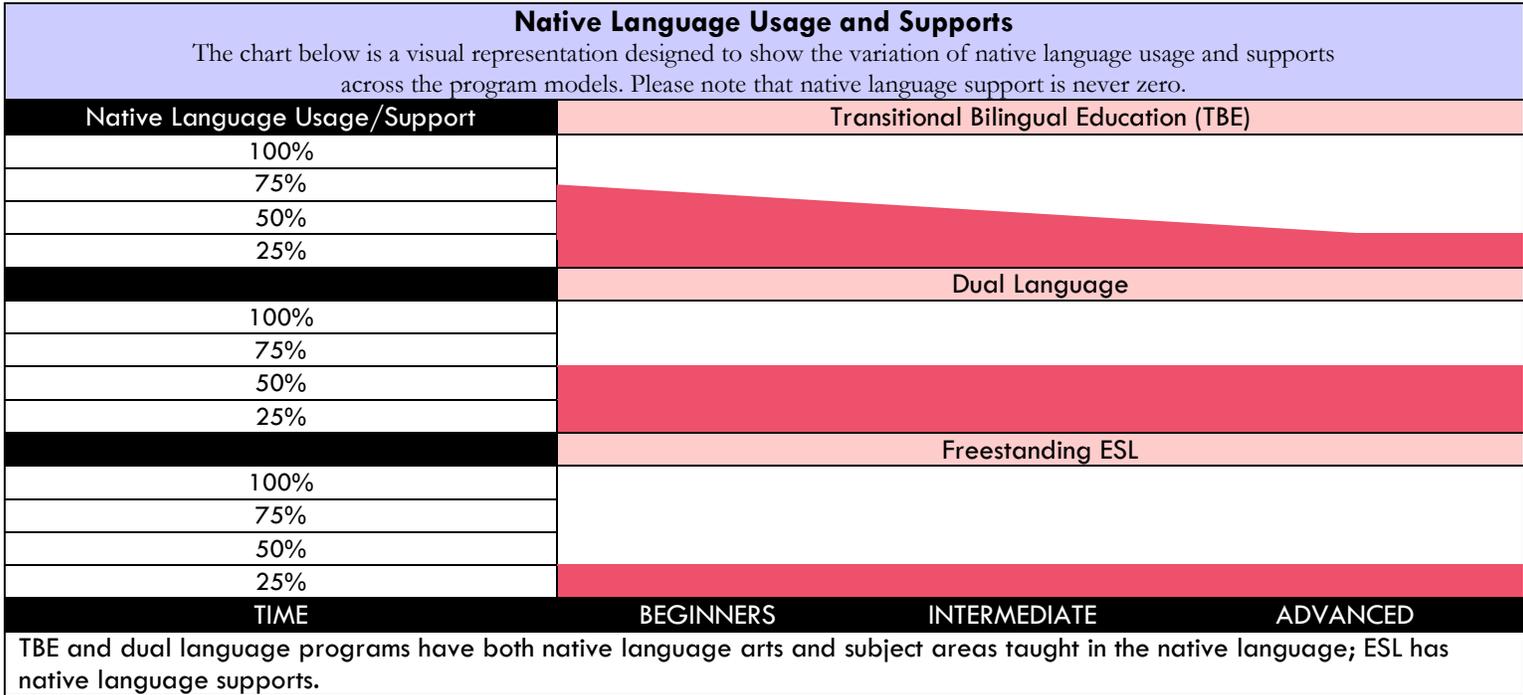
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
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



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.
- Currently, there are 4 ell students in the Reading Recovery intervention program and 4 students in the Foundations intervention program that was determined as a result of the screening process for these programs. Ell students who scored below standard on the State assessments receive intervention in either ELA and Math, depending on their needs, during the extended day program. Ell students in grades one, two and three participate in the extended day intervention program based on teacher recommendation. Intermediate and Advanced ELLs receive targeted, small group instruction based on academic need (reading, writing and/or mathematics), which was determined from student assessment data (ARIS) from the previous school year. In addition, intervention is provided through the differentiation of instruction by the classroom teacher and the ESL specialist, who use formal and informal testing data, as well as observations of performance, to develop targeted instructional strategies and determine methods for dealing with academic issues. Teachers monitor on an ongoing basis to determine if the students' learning and achievement increases. Transitional students need the continued support to maintain academic progress. All transitional students who pass the NYSESLAT are offered the same ELL modifications on standardized testing for a period of two years. They are placed in designated ELL classrooms where they benefit from the services of a certified ESL teacher who maintains the skills of English. Additionally, Title III programs are made available to transitional students to maintain the English proficiency skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ESL and classroom teachers jointly plan and monitor instructional and language goals to meet the needs of all ELLs. ESL teachers align their instruction to the classroom curriculum and the students receive scaffolded instruction based on their individual strengths and needs, including intensive content area vocabulary and language instruction which will give them access to academic content and the ability to perform successfully and independently. Teachers also implement scaffolded, small group instruction in comprehension, close reading of texts, vocabulary development and the use of differentiated graphic organizers to support ELLs in all content areas. Technology is also used to meet the needs of ELLs, such as, IPad Apps to translate content. To meet the needs of our ELLs, home language literacy is supported in the classrooms with bilingual word walls, bilingual charts, bilingual libraries and translanguaging strategies that allow students to use their home language literacy to build English language acquisition.
11. What new programs or improvements will be considered for the upcoming school year?
- Due to financial constraints, no new programs can be considered for this school year.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all school programs which include: Title III Supplemental After School Program which prepares ELL students with test-taking strategies they will need to take the state assessments in ELA and Mathematics. Instruction is focused on reading and language acquisition in the content areas. The Saturday Intergenerational Academy is available to ELLs and their parents, providing intensive ESLA instruction, ELA and math instruction provided by Title III funds. The Greater Ridgewood Youth Council offers an after school program at PS 153 which focuses on homework help and extra-curricular activities. All students, including ELLs, are invited to attend through an application process and information is made available to parents in native languages. The parent coordinator is available for parents.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELL teachers use the IPAD to support language and vocabulary with visuals for their students. SMARTBoard Notebook Software is used in the classrooms of ELLs to engage students of all proficiency levels, that utilizes tactile, kinesthetic and visual learning. All ELLs in grades 4 and 5 participate in a grant called, Developing English Language Literacy through the Arts, which works to help students increase English language acquisition and cultural understanding through a theater residency. Classroom and ESL Teachers will assess Student Work and the Evidence of Learning through the culmination of a Video Study: Making students learning visible and capturing the evidence of learning through technology. In order to support the learning of ELLs, grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English and the Native Language where possible. Additionally reading libraries that are culturally diverse and bilingual have been purchased to help the ELLs practice the reading strategies of Balanced Literacy in their native language. The skills learned in the first language will be transferred to English, their new second language. Bilingual glossaries and dictionaries are provided in all ELL classrooms for students to use daily.

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

Native language support is delivered through classroom libraries in ESL classrooms that are culturally diverse and have been purchased to help the ELLs practice the reading strategies in their native language. The skills learned in the first language will be transferred to English, their new second language. In order to support the learning of ELLs, age and grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English and the Native Language (Polish, Spanish, Chinese, Arabic, Russian) in both the bilingual and ESL classrooms. Bilingual glossaries and dictionaries are provided in all ELL classrooms for students to use daily.

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

Required ESL services correspond to students' age at the time of registration when they are placed in the appropriate grade according to their age. Resources available to ELLs correspond to age and grade levels. All classrooms, including those for ELLs, utilize age and grade appropriate resources that support and are aligned to the Common Core Learning Standards and NYC Core Curriculum so that ELLs maintain academic progress while developing English proficiency. In order for all ELLs to access the grade level content, academic language is explicitly taught using ESL strategies and differentiated instruction.

All newly enrolled ELLs are offered Title III summer programs that jump start student learning through intensive ESL and content area instruction as well as English language development.

They are offered Title III programs to jump start their English, support the content areas, as well as English language development.

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.

Newly enrolled ell students receive a welcome packet in their home language upon arrival. When possible, teachers create partnerships with students in the class who speak the same language.

18. What language electives are offered to ELLs?

Title III funds will offer ELL students a Spanish Literacy after-school program to support home language practices.

19. For schools with dual language programs:

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

Paste response to questions here:

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.

The classroom teachers in the all grades are provided Professional Development in teaching ELLs, including those who are Beginner, non-English speaking students. PD's include the techniques of differentiated learning, Sheltered English, Modified Guided Reading with ESL infused strategies, explicit teaching of Academic language used in problem solving, and an ESL-infused content area curriculum. ESL and classroom teachers jointly plan and assess instructional and language goals to meet the needs of the ELLs. In collaboration with CUNY NYSIEB (NY State Initiative for Emergent Bilinguals), teachers of ELLs receive professional development on the use of translanguaging as an instructional strategy to support bilingualism as a resource in the classroom.

Title III funds have been set aside for workshops and teacher resource guides that showcase the very best reading strategies for English Language Learners. These workshops are turn-keyed to the staff via Professional Development days and grade conferences. Six topics of Professional Development have been planned, devoted to instruction of ELLs by the classroom teacher. The Professional Development is done by the ESL teachers of the school, as well as by the Network Support Specialist for ESL. The following are some of the topics covered:

1. Understanding your ELL Students
2. Theories of Language Acquisition and Implications for Teaching ELLs
3. Using Various Modalities of Instruction to Reach English Language Learners
4. Guided Reading - ESL Strategies for Success in Reading.
5. Using Scaffolding in Teaching Writing Strategies for ELL Students
6. Differentiated Instructions for ELLs

Professional development sessions are scheduled as part of the school's Professional Development Plan. Agendas and attendance sheets for all professional development are maintained in a Professional Development binder and kept in the main office.

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?

The input of parents is vital for the success of any educational program. Parent Orientation meetings are held to inform parents of all the options and programs the city has to offer, including Bilingual Programs and are given the opportunity to choose. The information given to parents, pertaining to all outreach, notification letters, and information concerning the different options and programs is provided in the native language of the parents.

Our school recognizes that newly arrived immigrant children and their parents/guardians, bring with them a wealth of knowledge of language and culture. PS153's Title III program provides ELL parents/guardians with the opportunity to learn the English language through the Saturday Intergenerational Academy classes.

The Saturday Intergenerational Academy classes are held for the parents/guardians of ELL students. In this program, parents of ELLs have the opportunity to attend with their children and receive intensive ESL instruction that links their learning to their children's learning in reading, writing, listening and speaking. An appropriately certified ESL teacher provides parents with English instruction that addresses their language needs. Classes are held each Saturday, from 8:00 AM to 11:00 AM, from through May 2011.

P.S. 153Q uses the Home Language Survey to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. With this information, oral and written translation services are provided so that parents are involved with their child's educational growth. Translation services also allow parents to be actively involved in voicing their concerns at PTA functions, parent/teacher conferences, etc. A bilingual social worker is available to meet with ELL parents to provide them with assistance in any area of concern. The social worker also provides outside agency resources for parents in need of crisis intervention.

P.S. 153Q provides ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: parents will be coached in how to use math strategies in problem solving; parents will become familiar with the ESL learning standards and NYSESLAT assessment; and parents will become familiar with the Common Core Learning Standards in Literacy and Math. The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate parent workshops.

In collaboration with CUNY-NYSIEB, parents participate in workshops related to strengthening bilingualism in the classrooms.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

	Guidance Counselor		1/1/01
	Network Leader		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: 24Q153 School Name: Maspeth Elementary

Cluster: 2 Network: 204

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. 153Q uses the Home Language Survey, given at the time of enrollment, to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. The school maintains an appropriate and current record of the primary language of each parent. Such information is maintained in the cumulative record cards, in ATS and on the student emergency card.

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.

PS 153Q is a mosaic of many diverse language groups; a total of 32 languages. The Home Language Survey identifies the primary language of our 1454 students. Some of these languages include Spanish, Polish, Arabic, Chinese, Mandarin, Korean, Romanian, Portuguese, Urdu, Vietnamese, Russian, Ukrainian, Serbo-Croatian, Slovak, Philipino, Czech, Indonesian, Cantonese, Bulgarian and Bengali. Polish and Spanish are the major languages spoken at home of students who attend our school. Of the 402 Spanish speaking parents 206 require translation services. The Home Language Report indicates that there are 271 students whose home language is Polish. Within this language group, 140 Polish speaking parents require oral and written translation services. The HLS has shown that the covered languages of parents that require language assistance services in the form of both written and oral translation services, in addition to Spanish and Polish, are Arabic and Chinese. Based on this data, school letters and notices are translated in home languages. Signs are visible throughout the school in their home language, if a parent wants to request translation services. The parent coordinator helps to provide necessary translations for parent workshops, PTA meetings as well as written communication. The DOE Translation services are offered to parents, as needed.

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.

P.S. 153Q identifies documents which are distributed or electronically communicated to all or substantially all parents at our school containing critical information regarding their child's education, including, but not limited to:

- a. registration, application and selection;
- b. standards and performance (e.g. standard text on report cards);
- c. conduct, safety and discipline, consent forms
- d. special education and related services; and
- e. transfers and discharges.

The staff at our school translates such critical communication in a timely manner, in each of the covered languages and works with the office responsible for the critical communication to make such translations available to parents.

Our school provides parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, legal or disciplinary matters; and entitlement to public education or placement in any special education, English language learner or non-standard academic program.

When our school unable to provide required translation into one or more covered languages, we provide in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

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.

P.S. 153Q provides interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with our school regarding critical information about their child's education.

Depending upon availability, such interpretation services may be provided either at our school or by telephone. Our school provides interpretation services at the following school-wide meetings:

1. Educational Policy Meetings;

2. School ELL parent meetings
3. Parent-Teacher Conferences
4. PTA meetings

Interpretation services are provided in whichever of the covered languages the school expects will be spoken as the primary language(s) of the persons attending such meeting or event.

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>.

As per the Chancellor's Regulations A-663, P.S. 153Q provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation, and interpretation services.

For all meetings involving our parents, our school posts in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are downloaded from the central translation unit. The school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barrier.