

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	84	0	6	31	0	7	0	0	0	115
Total	84	0	6	31	0	7	0	0	0	115

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	3	1	1	3	6								28
Intermediate(I)	2	12	14	3	4	9								44
Advanced (A)	11	10	6	4	7	5								43
Total	27	25	21	8	14	20	0	115						

NYSESLAT Modality Analysis

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
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.

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

The data reveals that most beginners are in the Kindergarten and only a few beginners are in grades 2-5. Grades 1, 3 and 4 have more advanced students on the NYSESLAT than beginners while Grades 2, 4 and 5 have the most intermediate students. More needs to be done in Grades 4-5 to move our students from Intermediate to Advanced or Proficient. This means that for some students we need to focus on vocabulary development, reading comprehension and writing. Other students need to spend more time developing listening and speaking skills. On the LAB-R, we have very few students in the intermediate proficiency level and a large group in the beginning and advanced levels. This shows us that the children who are new to our school, have different skill levels and that the teacher must address these differences in order to help these children reach proficient levels in English.
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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

4. For each program, answer the following:

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

a. The patterns across proficiencies for the ESL program shows that students are making improvements on the NYSESLAT. More students in grades 2 and 5 need to show more progress since they have a high number of Intermediate level students. ELLs taking tests in both English and their native language are having difficulties performing well on State tests. The results for the two students who took the math test in grade 5 were mixed. One score a level 3 and one scored a level 1. We do not have a bilingual program or a dual language program at our school.

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

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

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

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

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

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

grade conferences. The ELL teacher also provides ELL training to the classroom teachers to make sure that the child's second language development is considered in instructional decisions.

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

Our school does not have a dual language program.

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. During the initial contact with the parent and child, the HLIS is administered by either Ms. Cyd Disler, or a trained pedogue who will be present at this time. Cyd Disler's qualifications include being the ESL teacher with an MA in TESOL. After the HLIS is filled out, the ESL Teacher interviews the parent and child separately, orally in English and in their native language. The child is given an informal assessment to see if the child is eligible to be tested on the LAB-R. If a survey indicates that a second language is used at home but only some of the time (only 1 or 2 questions are responded to with a second language), other information will also be looked at such as whether the student went to an English speaking school for pre-kindergarten, report cards from the other school and how much time they spent in the other school. The teacher describes the ELL programs available to the parents and the child is given an informal assessment if the parent is interested. Either Ms. Disler or the pedogue is present during this process. If it is decided that the child does speak another language, the LAB-R is administered by Ms. Disler within 10 days of admission.. If the child speaks Spanish, and scores a level of beginning, intermediate or advanced on the LAB-R, the student will take the Spanish LAB. They will be given an entitlement letter and the parent will attend a orientation and complete a program selection form. This information is entered on the ELPC screen of ATS within 10 days of admission. We review NYSESLAT scores by looking at the listening, speaking, reading and writing subtests. We print out the RMNR and make graphs of the students performance as a total score by grade, listening, speaking, reading and writing subtests and discuss how the students performed and what areas do the students need to improve and ways that we can achieve these improvements. We will also use the AMAO Toolkit.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 - 2.. The school holds several parent orientation meetings during the first month of school for parents of new students and then, when new student are admitted throughout the year if necessary. The parent coordinator, Mr. Fougere and the principal, Ms. Robinson play a big part in this process. Cyd Disler, the ESL teacher sends home the entitlement letters and holds the meeting. This is done within the first 10 days of admission but after the student takes the LAB-R and scores a proficiency level of beginning, intermediate or advanced. The parents come to the school. The orientation film is shown to the parents at this times. We also provide translators. Wriiten information is given to the parents. Parents and teachers are also at hand to speak about the program. The orientation video and meeting with parents is held during the first ten days of admission . The structures that are in place to ensure that parents understand all 3 choices include translators are available to answer questions that the parents may have. The principal and assistant principal are also available to answer questions and deal with parent concerns. Parents can also visit other schools that offer a bilingual or dual language program. If parents do not come, the ESL teacher , Cyd Disler and the Parent Coordinator, Mr. Fougere call the parents to come to the school for the meeting. Cyd Disler has an MA in TESOL and NYS certification in TESOL.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned,

and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

3. The ESL teacher, Cyd Disler, keeps a checklist of the names and dates when entitlement letters were sent out. Attendance sheets are also kept for parents that attended the meeting and a list of parents that responded to the survey. Parents are called if they do not attend the orientation meeting. The original copies are stored in the individual student's cumulative folder while a copy is kept in the ESL teacher's (Ms. Disler) binder. If the form is not returned, the parent is contacted about transferring their child to a transitional bilingual program. The Continued Entitlement letters are also distributed to parents. Continued entitlement letters for students who transferred from another school and do not have a parent choice letter are photocopied and kept on file. A list of students who were sent a continued entitlement letter with the date the letter was sent and a sample form are kept in a binder for those students who have a parent choice letter on file in the school. The school prints out the RLAT from the ATS to determine NYSESLAT eligibility.

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. Our model is a push-in/pull-out model with co-teaching in which the regular education teacher and the ESL teach collaborate together.
 - 1b. We are a heterogeneous program model with mixed proficiency levels. We also have a block where children of the same grade travel together as a group.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2. Students receive 360 minutes per week of ESL service. This is only provided to beginning and intermediate students. The advanced students receive 180 minutes and 180 minutes of ELA instruction. These services are built into their daily schedules. NLA is not taught because there is no Bilingual or Dual Language Programs at our school.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

Students who come to school for the first time are given the Spanish LAB after they are tested on the LAB-R and are Beginning, Intermediate or Advanced. Native language tests for students are made available when needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

work. P.S. 253 ensures that ELL students are evaluated in all modalities by keeping a binder of student data for each child listing the students scores on rubric based assessments, NYSESLAT/LAB-R scores and record of interactions with students

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

:

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

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

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

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

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

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

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

Native Language Usage and Supports

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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 9.. Our intervention plans for ELLs include AIS (Academic intervention services) and RTI (Response to intervention). There are after school programs to work with students in grades 3-5 who are performing at Level 1 in math and/or literacy. These ELL student are beginners, intermediate and advanced students who are below level on assessments, performance tasks and state tests. Teachers also work with students during 37 1/2 minutes to tutor groups of students who need remediation. Our math and literacy specialists are very active and provide small group instruction for students who need additional support. Modeling strategies are used in Math, Literacy, Science and Social Studies. Other interventions include instructing students in academic language and writing non-fiction pieces. Differentiating instruction, simplifying language, simplified reading materials, using graphic organizers and pictures are also used in targeted intervention programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is effective and meets the need of our ELLs in both content and language development because our ELL students have shown improvements on the NYSESLAT, NYS ELA and Math tests as well as performance tasks and in house assessments. By analyzing our NYSESLAT scores, we see that many students moved up a proficiency level from 2012 to 2013. In grade 2, 13 out of 22 students moved up 1 proficiency level. In grade 4, 7 out of 15 moved up one proficiency level and one student scored proficient. In grade 4, 8 out of 14 scored a level 2 or higher on the NYS Math test. In grade 5, 8 out of 19 scored a level 2 or better. On the NYS Science test, 15 out of 19 scored level 2 or higher.
11. What new programs or improvements will be considered for the upcoming school year?
11. For the next school year, we plan on continuing the weekend and after school enrichment. We will also be implementing programs during our morning 37 1/2 minutes that will allow the student to interact with others socially and academically. The data to support these programs includes binders that show progress and scores on the assessments. We also added an additional ESL teacher to provide support to the 115 ELL students in the building.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services will be discontinued for ELLs since the children have shown improvements in all academic areas.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. All students are welcome to join in any activities that the school provides. The classroom teachers, ELL teacher, Administration and Parent Coordinator send translated letters home telling parents about the programs and calling parents to encourage them to send their children to these programs. Signs are posted outside the school as well. There are specific programs tailored to the needs of the ELL population. The school offers an afterschool program for grades 2 to 5 as well as a 37 1/2 minutes breakfast program. The RTI program is also available for those students who need academic support services. There are also afterschool activities that are available to ELLs. The goals of these programs are to help the student in literacy, math and content area subjects through the use of supplemental activities and materials designed to improve the student's knowledge base and improve strategies to decode words, solve mathematical problems as well as improve comprehension in reading and academic language. Other services include Free Airways for asthma students, programs with the guidance counselor and parent coordinator, career day, and special performances in the auditorium.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Currently, we are using the Wilson program Foundations, ReadyGen and Go Math. We also have On Our Way to English, ESL series, Mondo, Time for Kids Non-Fiction Readers and Hot Topics. Houghton Mifflin Social Studies Series, Science Harcourt curriculum, Journey Reading series for grades 3-6, and Spelling books. In terms of technology, the students use computers and Smart Boards. They research subjects on the internet. They play internet games that reinforce math and literacy skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Native language is used in ESL classes on a need basis. Spanish story books and Spanish content area books are available in classrooms where there are ELLs. Math worksheets are available to students and teachers to assist non-English speaking students. There are also English/Spanish picture dictionaries to assist these students as well. At present, we have neither a transitional bilingual program nor a dual language program. If we did, we would have story books in the native language available as well as content books in the native language available. This would help students learn to read and further develop their concept development in their native language. Language arts books would also be needed to assist in NLA.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
16. The support services are based on student needs, assessments and teacher input. Teachers, Administrators and other personnel take into consideration the students age and grade level in deciding whether an ELL student needs additional support services and which ones they need developmentally.

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

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

18. What language electives are offered to ELLs?

We do not offer language electives.

19. For schools with dual language programs:

- 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)?

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

C. Professional Development and Support for School Staff

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

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

October 1, 2013- How do students become ELLs?

November 5, 2013 Strategies and Research in ESL

December 2, 2013 NYS standards and mandates

January 6, 2014 Language Acquisition Theory and ESL Methodologies

February 3, 2014 ELLs and the NYSESLAT

March 3, 2014 RTI for ELLs

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

June 12, Data for the ELLs

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

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

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

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

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here

Part VI: LAP Assurances

School Name:

P. S. 253Q

School DBN: 27Q253

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

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



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

**DRAFT - PENDING SUPERINTENDENT APPROVAL &
NYSED APPROVAL**

DBN: (i.e. 01M001):

27Q253

School Name:

P.S. 253

Principal:

PHOEBE ROBINSON

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: P.S. 253 School Number (DBN): 27Q253
School Level: Elementary Grades Served: PreK - 5
School Address: 1307 Central Avenue Far Rockaway New York 11691
Phone Number: 718-327-0895 Fax: 718-327-3964
School Contact Person: Phoebe Robinson Email Address: Probinson4@schools.nyc.gov
Principal: Phoebe Robinson
UFT Chapter Leader: William Eastadt
Parents' Association President: Roselyne Mendez
School Leadership Team
Chairperson: Jennifer Sullivan
Student Representative(s): _____

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Blvd Rm. 460 Ozone Park, NY 11416
Superintendent's Email Address: MBarton@schools.nyc.gov
Phone Number: (718) 642-5770 Fax: 718-642-5705

Cluster and Network Information

Cluster Number: N 210 Cluster Leader: Despina Zaharakis
Network Number: Cluster 2 Network Leader: Joanna Brucella

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 School Comprehensive Educational Plan (SCEP) 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)
Phoebe Robinson	*Principal or Designee	
William Easteadt	*UFT Chapter Leader or Designee	
Roselyne Mendez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jennifer Sullivan	Member/Teacher	
Cindy Ramirez	Member/Teacher	
Michele Iavarone	Member/Teacher	
Michelle Herrera	Member/Parent	
Mayra Osario	Member/Parent	
Flor Tuero	Member/Parent	
Aniska Gale	Member/Parent	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

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:

- ✓ Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- ✓ School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- ✓ 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 SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** 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.
10. **Step 4:** 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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** 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: SCEP Overview

Develop a narrative summary that includes:

- 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.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S.253Q is an Elementary school located in far Rockaway Queens. Hosting Pre-K- Grade 5, our current population of 534 students, represents 57.30%Hispanic, 36.7% Black, 3% White, 1.87%Asian, .19% Pacific Islander and .94% American Indian or Alaskan Native, of which there are 52.06% Males and 47.9%Females. Within our population, 10.5% are students with disabilities (SWD's) and 28.65% are English Language Learners (ELL's). Year to date, we have maintained an average attendance rate of 94.7%.

Our mission is to cultivate academic pride and civic responsibility, as our students are infused with the love of learning through discovery and explicit instruction that integrates the Arts, Science and Technology.

Our Instructional Focus for 2014-15:

Through teachers' careful design of text dependent questions, all students will develop the skill of citing evidence explicitly from a variety of texts to enhance critical thinking and comprehension in student-centered learning environments.

P.S. 253Q decision- making is focused on the instructional goals of the school, and improved teacher development that support students' learning. Teacher development is linked to our effective use of a research-based framework to monitor classroom observations and teacher development resulting in heightened pedagogical support and student performance.

At P.S.253Q, school leaders and teachers continue to effectively align curricula to key standards and engage students in Common Core units of study, reflected in planning documents that cognitively engage a diverse group of learners. Additionally, the coherent design and use of rubrics across grades and throughout our school consistently promotes clear and high expectations for all students.

Continued areas of focus are:

- Strengthening the belief that all students improve from high quality instruction that provides multiple entry points into the curricula and reflects high levels of thinking in student work for all learners.
- Improving processes to regularly evaluate curricular and organizational resources to ensure that rigor is embedded in all classrooms in order to further the work of the CCLS for all learners.
- Building trust so that there is a shared understanding of how to improve student outcomes through new instructional techniques.
- Embedding consistent behavioral management practices across many classrooms

P.S.253Q has partnered with local Community Based Organizations to provide high quality instruction and engage families in our agenda of moving students towards academic and social –

emotional success. The following are areas of celebration:

Pillar #1: Improving Student Achievement by providing High Quality Instruction Aligned to the CCLS.

- CSNYC(The New York City Foundation for Computer Science) has approved us for a year's support in the engagement of our 4th and 5th grade students in Scalable game Design; an opportunity for our students to enhance their critical thinking skills through coding...
<http://agentsheets.com/research/scalablegamedesign/index.html>
- City University of New York- New York State Initiative on Emergent Bilinguals, an initiative between New York State and City University of New York Graduate Center. This initiative is aimed to support schools in their pedagogical approach to engaging their Emergent Bilingual population(ELLs)

Pillar#3:Engage Parents and families in Every Aspect of School Life

- Our school's website... <http://www.ps253q.org/> allows us another means by which we may keep our parents informed and share accountability as we encourage a partnership between the home and school.
- Family Literacy Program
In our partnership with the Rockaway Waterfront Alliance, P.S. 253's Family Literacy Program is aimed at promoting literacy in the homes.
- Bi- monthly Family Night
An initiative aimed at celebrating families and keeping them abreast of school wide initiatives. This event is fully sponsored by NY Cares.

Pillar#4: Creating New Collaborations

As reflected in the Pillars above, we have formed new collaborations to create opportunities for our students to experience learning beyond their text book; ultimately moving forward with our academic agenda while bridging the gap between Home and School. Among those collaborations are:

- NY Cares <https://www.newyorkcares.org/>
- CSNYC (New York City Foundation for Computer Science Education) <http://csnyc.org/>
- The Rockaway Waterfront Alliance <http://www.rwalliance.org/rwa/>

An internal assessment of the work being done at P.S.253Q highlights the most growth in Tenet #6: Family and Community Engagement. As reflected in the connections made with the 4 Pillars, we have embarked on partnerships with Not for Profits and Community Based Organizations to strengthen the home school connection, increase parental presence and voice while collaboratively designing supports that will sustain the academic and social-emotional progression/ achievements of our students. In advancing in our work around rigorous and differentiated instruction, Tenet #4: Teacher Practices and Decisions, is a key area of support during this academic year.

27Q253 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	533	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.3%	% Attendance Rate		92.5%
% Free Lunch	89.0%	% Reduced Lunch		5.1%
% Limited English Proficient	23.7%	% Students with Disabilities		18.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		38.2%
% Hispanic or Latino	57.7%	% Asian or Native Hawaiian/Pacific Islander		1.0%
% White	2.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.16	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.95
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.1%	Mathematics Performance at levels 3 & 4		23.2%
Science Performance at levels 3 & 4 (4th Grade)	54.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	D
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Tenet 3---Strengths aligning with SOP: 3.3; 3.4 and 3.5

At P.S 253, school leaders and faculty ensure that curricula are aligned with the Common Core Learning standards and coherent to all subject areas. During curriculum planning time, teacher teams use the Universal Design for Learning (UDL) instructional approach to adjust and modify unit/lesson plans so that all student including English Language Learners and Students with Disabilities have access to the curricula. In addition, across the grades and in all content areas, teachers utilize various instructional tools such as Depth of Knowledge and Hess’s Cognitive Rigor Matrix to promote rigorous habits and create performance tasks. In doing so, all students are exposed to the necessary skills to be college and career ready.

During the Inquiry team meetings and curriculum planning time, teacher teams analyze student work and data to revise plans and refine units, academic tasks, and activities so that individual and group of students including the lowest and highest achieving students gain access to the curricula and have opportunities to engage cognitively in the learning process.

School leaders and faculty triangulated various sources of data, aligned assessments to curricula and adjusted the instructional decisions at the team and classroom levels to improve student learning outcomes. Based on feedback from informal and formal observations on Advance, the New York State Common Core English Language Arts exams, Benchmark assessments in English Language Arts, school leaders and faculty crafted the instructional focus to create conditions for learning. The instructional focus is designed to help teachers create text-based dependent questions, support students in developing the skills of citing evidence and generate opportunities for student- centered learning

environment.

Furthermore, school leaders set the stage by aligning our school agenda with that of the Chancellor’s Capacity Framework of implementing rigorous instruction in all content areas. P.S 253’s definition of Rigor includes the following verbs: (Create, Allow, Focus, and Support). Additionally, teachers use the professional periods to target students who need extra support in a subject area based on formative assessments. The benchmark assessments and the unit assessments are aligned with the Common Core Standards which help teachers assess and re-teach any concepts that need to be addressed. This year the math specialist has introduced Math Sprints to help students build their fluency in math. The English as Second Language teachers, in conjunction with the classroom teachers, use Estrellita, Spanish reading program to help English Language Learners acquire language development skills. The book of the Month is another way of building students reading and writing skills. Students are encouraged to participate in group discussions and respond to prompts in writing. Teachers work with the Individualized Education Program teacher to support students with disabilities.

Tenet 3 Focused /Priority SOP: 3.2

NYCDOE QR

Our recent Quality Review has indicated that P.S.253Q must continue to focus on developing teacher pedagogy from a coherent set of beliefs about how students learn best. Hence, administrators will continue to support teachers in their understanding of Universal Design for Learning to enhance strategies for designing multiple entry points and maintaining appropriate rigor for all students.

SOP 3.2 will be addressed in the goal and action plan for this section

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, K-5 grade level teacher teams will have aligned at least six ELA units of study to the CCLS incorporating Universal Design for Learning strategies.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All teacher teams will collaboratively engage in Curriculum Mapping to modify, adjust and identify supplemental resources to provide access to the performance tasks and the curriculum for all students including English Language Learners (ELL), Students With Disabilities (SWD) and lowest third population.</p>	<p>ELL’s, SWD’s lowest third population</p>	<p>Start 9/14 – End 6/15</p>	<p>Administrators and all teacher team members.</p>

All teachers of English Language Learners and Students With Disabilities will analyze student work using the Looking at Student Work Protocol and Looking at Teacher Practice Protocol to ensure that multiple entry points are consistently provided across the curriculum P.S.253Q will partner with READ ALLIANCE to provide reading intervention to students representing the lowest third subgroup in ELA/Literacy	ELL's, SWD's lowest third population	Start 9/14 – End 6/15; Start 2/15-6/15	Administrators and all teacher team members; Literacy Support Specialist
Ongoing Common Core Learning Standards workshops in English Language Arts and Math will be provided for parents to support parents' understanding of grade by grade expectations; offering parents strategies to reinforce concepts at home.	Parents	Start 9/14 – End 6/15	Administrators, Literacy Specialist, Math Specialist, Classroom Teachers and District Network personnel
All teachers will participate in professional Learning Opportunities during the Extended Learning time to establish a school-wide understanding of the student engagement, maintaining and communicating high expectations for all students. Additional Professional Development focus will highlight: <ul style="list-style-type: none"> • ELA portfolio and cover sheets to demonstrate evidence of student exposure to Common Core Learning Standards aligned Units of Study and performance tasks. • Analyzing student work using the Looking at Student Work Protocol • Analyzing Teacher Practice using Looking at Teacher Practice Protocol collaboratively designed by the teachers to ensure that multiple entry points are consistently provided across the curriculum 	Lowest third subgroup	Start 11/14-5/15	Administrators, all teacher team members
1 F-Status teacher will support English Language Learners and Students with Disabilities with targeted academic intervention.	ELL's, SWD's	Start 1/15-6/15	Administration
1- Per Diem teacher will support students identified as Lowest third with targeted academic intervention.	Lowest third subgroup	9/14-6/15	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Extended Time (Monday and Tuesdays) to conduct UDL focused professional learning</p> <p>Teacher Team meetings</p> <p>1 F-Status Teacher/3 days a week/25weeks</p> <p>1 Per-Diem Teacher /3 days a week /25weeks</p> <p>1 Supervisor 3 hours a week/25 weeks</p> <p>CCLS After School Program beginning in January and concluding in June: Schedule teacher per session 5 teachers/3hrs a week/ 25 weeks</p> <p>Secretary- 4hrs a month/6 months</p> <p>Read Alliance Reading Intervention</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	X	Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		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:

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

By February 2015, K-5 grade level teacher teams will have aligned at least three ELA units of study to the CCLS incorporating Universal Design for Learning strategies.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Tenet 5---Strengths aligning with SOP: 5.2;5.3 and 5.5

Our **NYCDOE 2014-2015 QR** acknowledges Students’ Social and Emotional Developmental Health as an area of celebration.

In order to promote a vision for social-emotional development, the school leaders consistently communicate high expectations of professionalism and pedagogy to the entire staff and provide appropriate training which results in a culture of mutual accountability for those expectations. The school leaders and staff effectively communicate expectations connected to a path of college and career readiness and successfully partner with families to support student progress towards those expectations.

Our Positive Behavior and Intervention Supports Team (PBIS) meet weekly to enhance and strengthen the behavioral expectations that have been established in the school wide behavior matrix. All expectations have been established around the understanding that all students and staff can ROAR towards success by exemplifying Respect, Optimism, Achievement, and Resilience. In addition, a school wide discipline matrix is also being developed by the team to clarify appropriate responses to undesired behaviors.

In 2013, P.S. 253 was selected to pilot Cloud 9 World, a character strength building program, and continues to pilot the program this year. The premise of the program is that each month a specific value is selected such as citizenship, generosity, kindness etc. Every child receives a sticker and a book centered on the value of the month. The class reads the story together and discusses it. Students then bring the book home and it is read with the parent. This encourages

reading, values and a home school connection.

P.S. 253 established a partnership with New York University’s Metropolitan Center to develop and implement a tiered framework for improving teaching and learning. The focus is on ensuring high expectations and equitable outcomes for all students by building relationships and being culturally sensitive. Through this training, teachers will develop interventions that can be used to address student behavior while continuing to establish a culture where students feel safe, supported, and challenged by their teachers and peers.

Tenet 5 Focused/Priority SOP: 5.4

Our 2013-2014 Elementary School Quality Snapshot indicates that 65% of teachers feel that order and discipline are maintained at the school. Thus, P.S.253Q has partnered with New York University to provide Professional Development for staff members. This partnership is aimed at increasing teachers’ understanding of the whole child.

SOP 5.4 will be addressed in the goal and action plan for this section

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will incorporate strategies learned through New York University’s Technical Assistance center on Disproportionality training to decrease school-wide principal suspensions by 5% compared to 2013-14 school year data, as evidenced by the Online Occurrence Reporting System.

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: 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>
All staff will participate in New York University’s training on Disproportionality to develop strategies that will strengthen teacher/student relationships and the home school connections to impact the academic and social emotional tone of our school.	School Staff	9/14-6/15	Administrators
PS 253 will be implementing the PBIS 3 Tiers model to increase academic performance, improve safety, decrease problematic behaviors and establish a positive school culture. To identify our target populations: Tier 1 (Universal Tier) will include All Students. This tier will focus on reducing new cases of problem behavior and increase instruction time. Tier 2 (Secondary Tier) will consist of some At-Risk Students. Our goal for tier2 will be to determine function and reduce current cases of problem behavior. Tier 3 (Tertiary Tier) will incorporate	All teachers	9/14-6/15	PBIS Committee

a High Risk Students. This tier will focus on reducing complications, intensity and severity of current cases			
PBIS staff will engage parents in workshops (5 times per year) around increasing their understanding of the behavior and disciplinary matrices	All students,	9/14-6/15	PBIS committee
All staff members will participate in PBIS training to establish School-wide Disciplinary Matrix. PBIS Team will design lesson plans that will help students develop behaviors as indicated in the School wide Behavioral Matrix. School staff will continue to provide positive reinforcement to students in acknowledgement of positive behaviors.	Parents staff members	ongoing	Administrators and staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
PBIS Teacher Team comprised of four teachers x 1hr/week x 25 weeks; 1Guidance Counselor x1hr/wkx25weeks; 1Psychologist x1hr/wkx25weeks 2 Per-Diem teachers to support teacher development activities/training 5days/week x 25 weeks Professional Development materials NYU Professional Development

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 I 1003(a)	X	Title IIA	X	Title III	X	P/F Set-aside		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:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
By February 2015, all teachers will incorporate at least 1 strategy learned through New York University’s Technical Assistance center on Disproportionality training to decrease school-wide principal suspensions by 2% compared to 2013-14 school year data, as evidenced by the Online Occurrence Reporting System				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Tenet 4---Strengths aligning with SOP: 4.3; 4.4 and 4.5

At P.S 253, school leaders and faculty reflect on a set of beliefs on how students learn best and specific feedback that aligned with the Danielson Framework to improve teacher practice and instruction across classrooms. School leaders and faculty believe that students learn best when they are engaged in student-centered learning environments. Students are encouraged to use their goal setting to monitor their progress. In addition, students are engaged in discussions to further develop their thinking skills. Across a vast majority of classrooms, teachers use a variety of teaching strategies such as questioning and discussion techniques, text-dependent questions to scaffold the lessons and activities and provide multiple entry points so that all learners are engaged in appropriately challenging tasks and express higher-order thinking. In order to establish a culture for learning and communicate high expectations, school leaders and faculty provide effective feedback to parents, students, and teachers to ensure that all students meet the expectations. Currently, we have cycles of Professional Learning Opportunities to help teachers develop professionally. During these professional learning sessions, school leaders and staff are engaged in various learning outcomes which include: R.I.C.E. method –Read, Infer, Cite, Evidence, guided reading instruction, Response To Intervention, Reading Reform Foundation, Student Goal setting, RSE-TASC – Enhancing pedagogical practices for engaging students with disabilities. Additionally, to further support the English Language Learners, P.S 253 implements a Push-in/Pull-out model.

Tenet 4 Focused/Priority SOP: 4.2
2013-2014 NYS ELA Test reflects 17% of students meeting proficiency. Using the feedback from Advance, teacher will be supported in identifying areas for pedagogical focus

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase of teachers rated effective and highly effective as compared to June 2014, in Danielson’s Framework for Teaching Component 3B: Questioning and Discussion Techniques as evidenced by the end of year Measures of Teacher Practice ratings in Advance.

SOP 4.2 will be addressed in the goal and action plan for this section

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: 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) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Using Danielson’s Framework for Effective Teaching, administrators will schedule and conduct observations and provide timely feedback; teachers will utilize self-reflection forms and set goals.	All Staff	9/14-6/15	Administrators
Vertical Inquiry Team-All lead teachers will participate in a focused Inquiry cycle to evaluate the work products of ELLs and SWDs generated from the CCLS aligned performance tasks to determine modifications needed in the unit plan as well as to identify relevant shifts in teacher practice to support the learners	All Staff	9/14-6/15	Vertical Team Leaders
During Parent Engagement (extended time) teachers will support parents in their understanding of their child’s academic expectations and instructional outcomes.	Parents	Ongoing	All staff
Supports from mentor teachers, coaches and inter-visitation will be customized to address the needs of the teachers as per teacher input and feedback.	Staff	Ongoing	Administrators and staff

Part 4 – Resources Needed

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

Collaborative Inquiry--8 teachers/1hr/20wks.

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 I 1003(a)		Title IIA		Title III	X	P/F Set-aside		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:

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

By February 2015, there will be a 3% increase of teachers rated effective or highly effective for component 3B: Questioning and Discussion as evidenced by Advance data compared to the 2013-14 end of year ratings.

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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Tenet 2---Strengths aligning with SOP: 2.2; 2.4 and 2.5

The vast majority of teachers are engaged in inquiry – based professional collaborations that have strengthened teacher instructional practice and capacity, promoting the implementation of the CCLS (including the instructional shifts) resulting in a school wide coherence and increasing the achievement for all learners.

School leaders consistently communicate high expectations (professionalism, communication, and other elements of the Danielson Framework for Teaching) to the entire staff, and provide training, resulting in a culture of mutual accountability for those expectations

Tenet 2 Focused/Priority SOP 2.3- Teacher observations reflected in our school’s Advance data as well as reviews of lesson plans and analysis of students’ portfolios reflect a lack of differentiation for various learners. With supervisory support, teachers will design a protocol to unify our approach of evaluating teacher practice. Administrators will support teachers in data based conversations to guide their planning for individual students.

SOP 2.3 will be addressed in the goal and action plan for this section

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Leadership will use the Advance data from the Danielson Framework for Teaching to make informed decisions about professional learning opportunities that will result in a 5% increase of teachers rated effective and highly effective for component 3C: Engaging Students in Learning as compared to June 2014.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Leadership will continue to work with the district Talent Coach and Network utilizing the Danielson Framework for teaching.</p> <p>Leadership will continue to ensure that teachers are allotted time to meet and use the Looking Collaboratively at Student Work protocol. This protocol is a structured conversation where teachers use student work as a vehicle for learning and problem solving. During regular meetings, teachers use a protocol/structure to efficiently focus the discussion on the qualities of the student work. First considering what the work reveals about the student and the issues he/she cares about and then second to reflect on the relationship between the teacher’s goals and the student perspective.</p> <p>Leadership will design inquiry and book study groups to support teachers in enhancing strategies to improve student engagement practices throughout our classrooms.</p>	<p>Teachers</p>	<p>9/14-6/15</p>	<p>Administrators, Grade Leaders</p>
<p>Leadership will ensure that teachers identify targeted groups of students representing the L3, SWDs and ELLs to provide additional support via small group instruction during their professional periods</p>	<p>Teachers</p>	<p>9/14-6/15</p>	<p>Administrators</p>
<p>All parents will receive a progress report detailing students’ performance levels in the core content areas. Workshops will be provided to support parents in understanding the progress report.</p>	<p>Parents</p>	<p>Ongoing</p>	<p>Administrators</p>
<p>Administration will create opportunities for staff to reflect on their own practice and begin planning or revising their practice considering the structures and systems necessary to meet the citywide instructional expectations.</p>	<p>Teachers</p>	<p>9/14-6/15</p>	<p>Administration, staff</p>

Part 4 – Resources Needed

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

Leadership will schedule collaborative planning time during the designated Other Professional Activities time frame as well as before and after school.

Part 5 – Budget and Resource Alignment

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

	Tax Levy		Title I Basic	X	Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		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:

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, there will be a 3% increase of teachers rated effective or highly effective for component 3C:Engaging Students in Learning as evidenced by Advance data compared to the 2013-14 end of year ratings.

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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Tenet 6---Strengths aligning with SOP: 6.2; 6.3 and 6.5

P.S. 253Q is establishing a successful partnership with families to support students’ progress toward college and career readiness. Throughout the school year, P.S. 253 has provided various activities and ongoing communication with parents in order to support our students’ academic and social-emotional progress. We provide our parents with monthly calendars, the Principal’s Newsletter, Teachers’ Newsletters, our school’s website, and a weekly robo-call, whereby the principal’s message is recorded and parents receive a phone call with such twice on the weekend. These means of communication allows the parents to be aware of the events that are occurring in the school. Additionally, our parents are invited to join the Principal for Tuesday’s Tea & Talk, every 2nd Tuesday of the month. Parents are given an opportunity to discuss and address any concerns regarding their child’s education. Parents are also encouraged to highlight areas that they are excited about and what they would like to see continue here in our building.

Every other month the school organizes a Family Night event. Family Night allows the parents, students, and staff to join together as one family and enjoy a warm dinner. During this event, our families interact with each other as they participate in different events such as art, games, and sports. Staff members volunteer to support our Family Night.

Tenet 6 Focused/Priority SOP: 6.4-

An analysis of parent participation in initiatives aimed at strengthening family and community ties has indicated low participation rates.

SOP 6.4 will be addressed in the goal and action plan for this section

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 5% increase in parental involvement in parent workshops compared to the 2013-14 school year as evidenced by attendance.

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			
PS 253Q will engage parents in ongoing CCLS and college and career readiness PD to foster parental understanding and increased parental involvement in School wide activities.	Parents	9/14-6/15	All staff
PS 253Q's English as a Second Language Specialists will engage parents of our ELL population in CCLS workshops; identifying strategies they may use at home to support the academic progression of students. PS 253Q will provide translation services for groups of five and under via personnel groups of ten and higher will have the opportunity to receive translation via the translation units. Additional workshops will be conducted by PTA, teachers and community based organizations.	Parents	9/14-6/15	Staff, Guidance Counselor, parent Coordinator
Monthly initiatives will be designed to increase parent volunteers and strengthen school and family relationship through coordinated efforts with New York Cares and the School Success Initiatives program. To address the language barrier, parents will be supported with translation units.	Parents	9/14-6/15	Administration, Staff
Principal will engage Parents in monthly tea and talks to communicate their concerns, praises, ideas, while building a climate of trust and maintain open lines of communication.	Parents	9/14-6/15	Principal

Part 4 – Resources Needed

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

Administration, guidance counselor, school staff.
 Teacher per-session for professional development
 Translation units

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 I 1003(a)		Title IIA		Title III	X	P/F Set-aside		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:

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, there will be a 2% increase in parental involvement in parent workshops compared to the 2013-14 school year as evidenced by attendance.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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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 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)	Fall Fountas and Pinnell Reading Assessment Running Records/Conference Notes Portfolios Student Goals IEP Goals NYSLAT exam New York State Exams (Grades 3-5)	Ready Gen Spaulding Whole Group Instruction Close Reading Instruction Questioning and Discussion Techniques Think/Pair/Share Guided Reading Instruction Reading and Writing Conferences Student Learning Centered Activities/Tasks On Demand Writing Whole Group Writing Instruction Peer Revising and Editing Writing Process Teacher and Student Reflection Use of Rubrics for Self and Teacher Assessments/Feedback Performance Task Response to Intervention (RTI) SETSS ESL <i>{Foundations & Leveled Literacy Intervention Kit}</i> <i>Fountas and Pinnell Leveled Literacy Kit</i>	Instructional Time Whole Group/Small Group Instruction After School (no more than 10 students Small Group Instruction – Small Group {Guided Reading/Writing} (no more than 6 students) <i>or</i> Individual One-to-One Support {Student-Teacher Conferences} SETSS – Small Group (no more than 5 students) ESL – Push-in Pull-out Small Group (no more than 10 students) RTI – Small Group: Tier 2 (no more than 10 students) Tier 3 (no more than 5) Afterschool ESL and Lowest 3rd – Small Group (no more than 15 students) Test Sophistication (no more than 15 students)	During Regular Instruction Professional Periods Small Group Instruction – During the School Day: 15 minutes 3 times/day as part of our Core Program for All students SETSS – During the School Day 45 minutes 3-5 days/week for our student with IEPs ESL – During the School Day 45 minutes 2 days/week for our ELL students RTI – During the School Day 30 minutes 3 days/week for our Tier 2 & 3 students in Grades K – 5 Afterschool – After School 2 hours 3 days/week for our Levels 1 & 2 in Grades 3 – 5

		<i>Leveled Library</i>		
Mathematics	Baseline Math Assessment Math Portfolios Math Goals Pre-Post Unit Tests Exit slips Math Journals Student Work	Go Math Whole Group and Small Group Instruction Differentiated Math Activities Integrating Math in Literacy Using various/approaches to solving word problems Emphasis on explanations and logical reasoning Go Math Differentiated Activities for ELL's, RTI Tier 2 and Tier 3	These services are provided through small group instruction, one to one conferencing, peer to peer tutoring.	During Regular Instruction Professional Period After-School Programs
Science	New York State Test Unit Tests Projects	Scope and Sequence Integrate Science in Literacy Hands on Science Project-Based Learning Explorations/Discovery Harcourt Science Program (Alternate Lessons Companion), smart board activities, Real World Videos, Exploration of the scientific method.	Inquiry Based Learning Hands on activities in the science lab and classroom through small group instruction. Project-Based Activities Differentiated Activities/Groups	Science periods, during the school day.
Social Studies	Unit Tests Informal Observations Projects Classwork Student Work	Whole and Small Group Instruction Small Group Instruction <i>{Houghton Mifflin Harcourt}</i>	Small Group Instruction – Small Group (no more than 10 students) or Individual One-to-One support {Student-Teacher Conference}	Small Group Instruction – During the School Day 15 minutes 3 days/week with flexible groups in Grades
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals Behavior Forms Outside Referrals Parent concerns Teacher Recommendations IEP	PBIS is used to monitor student behavior and promote social and emotional development Teachers monitor Student Behavior using	PBIS is a School-Wide Behavioral program. Classroom Teachers Used the Class Dojo/Behavior	During the day Time Group Trips once a month

	Incident Reports	<p>a behavior plan or Class Dojo- a computer program used to monitor student behavior.</p> <p>Clouds 9 is a Character Education program to teach and reinforce our school's behavioral expectations</p> <p>Student Council fosters social and leadership skills</p> <p>Green Team promotes responsibility and school spirit</p> <p>Morning Announcers have the opportunities to build their communication, writing, and leadership skills</p> <p>Students receive guidance at-risk services consisting of: individual and group counseling to address personal issues, peer conflicts, academic issues, outside referrals, administration for children services intervention, foster agencies/family issues.</p>	<p>Management Plan At-Risk Students receive counseling 3-4 times a week (no more than 5 students)</p> <p>One-and one student counseling Committee with an elected president, vice president and other members</p> <p>2 students were selected from a pool of applicants to be news announcers</p>	
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.
<ul style="list-style-type: none"> • Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers. • The pupil personnel secretary will work closely with the Network Human Resources point person to ensure that non-HQT meet all required documentation and assessment deadlines. • Mentors are assigned to support struggling and un-qualified teachers. • Formative feedback will be given in a timely fashion to staff • Feedback will result in improvement in teacher practice. • Feedback and next steps will be monitored and documented for each teacher. • Through professional development, we will develop shared norms among school leaders and teachers for engaging in feedback conversations.

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).
<ul style="list-style-type: none"> • The Administration, Teachers, Support specialists, systematically conduct professional development sessions, inter-visitations and demonstration lessons. These provide the staff with strategies to assess and improve student achievement and outcomes. Each grade has its prep period at the same time each day. This allows the teachers to meet and discuss methodologies that would allow students to achieve. In addition, monthly grade conferences are held in order to monitor and address the particular needs of the teachers and students. Monthly faculty conferences are also used to provide PD. Educators are also provided with additional opportunities to attend PD sponsored by the DOE, Network, and/or other educational entities. • We offer ongoing professional development to increase teachers' skills in best practices to improve student behavior and sound pedagogical techniques in teaching students with disabilities. Our professional development (PD) is based upon data informing staff and administration of students' needs and geared towards sound research validated practices. All PD will be matched to curriculum

content and aligned with Common Core Learning Standards.

- Our school retains and develops highly qualified teachers by guiding their work through collaboration with the teachers on their grade, PD, and assistance from specialists.

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.).

Hosting two Pre-K classes in our school allows students to transition smoothly from into our elementary school. For those students who are coming from other preschool sites, our transition services include:

- Parent involvement activities that include workshops, trips, in school activities;
- Pre-K Social worker to address the needs of families
- Sharing of records/information from the preschool to PS 253Q;
- Following up on early intervention services and providing similar services if mandated;
- Articulation with the local community based organizations that provide services to Pre-K students.
- “Welcome to PS 253Q Curriculum Night” which is an overview of PS 253’s mission, vision, curriculum

At the conclusion of the 2013-2014 academic year, to assist in the transition of preschool children to elementary school programs, Pre-K and Kindergarten teachers collaborate to align their curriculums to ensure prerequisite skills based on the CCLS are being addressed. At the conclusion of the 2014-2015 academic year, Teachers of Pre-K will again collaborate with teachers of Kindergarten. By opening these lines of communication, the teachers of both grades are informed about the high expectations set forth in each grade level.

In addition, Pre-K parent forums and workshops are scheduled throughout the year to foster a school-home connection. The workshops inform the parents of what is being taught in Pre-K, what they should expect to see from the students, child development, and how to support the students at home. Parents also receive monthly newsletters to keep them informed of what the students are learning.

For students entering Pre-K in the fall, the families are invited to attend an open house where they are presented with information about the school, the curriculum and CCLS, and services. The families also engage in classroom visitations and receive a tour of the school.

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.

- Decision making progress: Coming to a consensus on the common formative assessments that will be used from the optional Assessments in the Fountas and Pinnell Benchmark Assessment System (K-2_ and the Ready GEN assessment (formative, performance based assessments, end of unit tests(3-5)
- Based on several units of study teachers select: Quarterly benchmark assessments, Common Core aligned Monthly Unit assessments, In math monthly performance tasks, mid unit check point assessments, weekly/bi-weekly quizzes, and Quarterly instructional projects.
- Professional Development in Math includes analyzing baseline and benchmark assessments through an item analysis of skills and standards test, identifying the lowest third, identifying strengths and weaknesses in a class across grades, setting measureable student, group and class goals based on results from assessments, and providing appropriate RTI activities to meet the needs of each student. In ELA professional development includes identifying the DOK levels of PBA’s, the formulation of groups within a class to address the multiple entry points, the identification of students in specific subgroups, developing rubrics and looking at student work during the inquiry process

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 (SCEP) 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	269,728	X	11,12
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	116,731	X	11,12,15,16,18,19,21,22,24,25
Title II, Part A	Federal	9,480	X	11,12, 15,16
Title III, Part A	Federal	15,144	X	11,12,15,16,24,25
Title III, Immigrant	Federal			

Tax Levy (FSF)	Local	2,489,088	X	11,12,15,16,18,19,21,22,24,25
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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 9: 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 SCEP 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. **27Q253** 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. **27Q253** 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
- Providing translation FM units to minimize the language barrier.

School-Parent Compact (SPC)

27Q253 remains 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete 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;
- R.O.A.R Towards Success.



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: <u>P.S. 253 Queens</u>	DBN: <u>27Q253</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>66</u>
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 type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Throughout the 2014-2015 school year, P. S. 253 will host a before school and afterschool enrichment program for ELLs. It will start in the middle of January and end at the beginning of April. The before school program will be held on Thursday and Friday mornings from 7 a.m. to 8 a.m. which is 2 hours per week. It will be for ELLs in 2nd grade. There will be 2 classes of students. We will meet in groups of 15. We will group students according to NYSESLAT levels (Beginning, Intermediate and Advanced) as well as F&P levels and Benchmark levels. Therefore, we will provide services to 30 ELL students. The afterschool program will be on Wednesdays and Thursdays each week from 2:20 - 4:15 p.m. There will be 20 sessions with 4 hours each week. The afternoon program will be for ELLs in grades 3 through 4. There will be 15 students in each group in grades 3 and 4. We will group students according to their NYSESLAT levels (Beginning, Intermediate and Advanced). The students will consist of SWD, ELLs (4-6 years) and SIFE. There will be one group of Beginning/Intermediate students in grade 3 and one group of Intermediate/Advanced students from Grade 3 and 4. We will provide intensive instruction to each group and target content and literacy areas that the students need assistance based on AMAOs, NYSESLAT scores, ELA scores, NYS math scores, F and P levels and other benchmark levels. There will be 30 students in the program for grades 3 and 4 and a total of 60 ELLs. It will include 2 ESL teacher with ESL certification. At each session, the ESL teachers will provide instruction to the two groups of students. The program will include math, literacy and content area topics. Differentiated instruction will be used to meet the needs of all levels of students. Some of the strategies include native language support, scaffolding such as modeling, graphic organizers, picture walk discussion, think-pair-share, prompts and sentence starters. We will also use prior knowledge and text representations (transform words into pictures). For the beginners and newcomers, we will use picture walk discussions, native language support and sentence starters. For the intermediate level students, we will use modeling, graphic organizers, think-pair-share and prior knowledge strategies. For the advanced ELL students, we will use graphic organizers, prior knowledge, think-pair-share and text representations as strategies to aid in comprehension and language learning. The language of instruction is English. The following books and materials will be used in the Title III program: Options Comprehension Strategies Kits A and B, Hot Topics and Time For Kids Non-Fiction Readers and Talk About Books. This program is designed to help raise the level of English.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Staff Development will occur once a month for 45minutes . Teachers will receive professional development instruction from the Literacy/Aspiring Principal, Math Coach and ESL teachers in terms of content taught and strategies used to help the ELLs in the Title III program. One of the professional development sessions will be called, "Strategies for Working with ELLs in Literacy". The presenter will be Gina Pluviose (Aspiring Principal). Another professional development session will be called, "Math strategies for ELLs" which will be presented by Glenda Miller (Math Coach). . All teachers and support personnel working in the Title III program will attend all the staff development sessions. ESL teachers providing Title III services will be trained in ELA and math. ESL study groups will take place to determine best practices and best strategies to meet the needs of each student. Action Plans will be worked on as well.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Beginning of January Afterschool Parent Orientation Ms. Cyd Disler, ESL Teacher/Ms.Jugena Cela,ESL Teacher

Beginning of February Helping Your Child at Home Ms.Cyd Disler, ESL Teacher/Ms. Jugena Cela , ESL Teacher

Translators will be available to translate into the parents' native language and electronic translation units will, also, be used at these meetings to help support parents. Each parent workshop will be 45-60 minutes.

Part E: Budget

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

Allocation Amount: \$ _____

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 Network: 210

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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