

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: P.S. 53 – THE BASHEER QUSIM SCHOOL

DBN (i.e. 01M001): 09X053

Principal: COLLIN M. WOLFE

Principal Email: CWOLFE@SCHOOLS.NYC.GOV

Superintendent: LETICIA RODRIGUEZ-ROSARIO

Network Leader: MARLENE D. WILKS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Collin M. Wolfe	*Principal or Designee	
Desline Brown	*UFT Chapter Leader or Designee	
Mariana Romero	*PA/PTA President or Designated Co-President	
Gloria Martinez	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	
Hayla Myers Ana Betancourt	Member/ Teacher	
Karen Belgrave Helen Karounis	Member/ Teacher	
Zelfa Sinclair	Member/ Teacher	
Elizabeth Riera Mary Torres	Member/ Parent	
Maribel Rojas Cristina Atariguana	Member/ Parent	
	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
x	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Enhance students' ability to: read, write, and manipulate complex literary materials.

- By June 2015, the percentage of students in Grades 3-5 performing at Levels 3 and 4 in reading will increase by 3% as measured by internal assessments such as simulation tests, unit tests and six-week cycles of summative assessments. In tandem, 75% of the students in Grades K-2 will demonstrate proficiency in using inference to deepen comprehension of materials read, and in critical thinking skills as measured by internal benchmarks such as the DRA2, and rubrics for Common Core Standards-aligned Performance Tasks.

Comprehensive Needs Assessment

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

Whereas this school has historically shown growth in English Language Arts and Mathematics, the most recent New York State English Language Arts 2013-2014 test results indicate that we have experienced a decline in the number of students performing on Levels 3 and 4. An item analysis revealed that across grades, our students struggled specifically with making explicit and inferential statements from literary texts as required by Reading Literature Standard 1. Students also performed below the city average on Reading Literature Standard 3 which requires students to use key details to describe characters, their motivations, and their change over time and impact on the plot. Given this data, there is a need to implement rigorous curricula with keen attention given to Reading Literature Standards 1 and 3 as well as the Common Core Learning Standards Instructional Shifts. This dual focus will facilitate improved student performance on the prioritized Common Core Learning Standards and across other Reading strands.

Instructional Strategies/Activities

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

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

Professional Development

Professional development to support the school-wide implementation of the "ReadyGen" program with emphasis on addressing the priority standards and the strategic use of the program to support English Language Learners and Special Education students. Professional development opportunities will include: unpacking the priority Common Core Learning Standards (CCLS) in school wide and grade level meetings, analyzing the Annotated Questions from the 2103-2014 test, released by the state, to gain insight on the requirement of the respective standards at each grade level, developing questions and prompts aligned to each of the priority standards and determining research-based strategies for supporting all students including English Language Learners and Students with Disability to master each standard.

Use of Data to Inform Planning and Adjustments of Instructional Strategies

Teachers and administrators will work collaboratively to analyze student work and data from assessments that address the priority standards. Adjustments will be made to subsequent units and to the professional learning opportunities as needed. Appropriate goals and intervention/enrichment action plans will be created and implemented for groups of students and individual students. Information on student progress, performance and next steps will be shared with parents.

Strategic Use of Resources

Additional budgetary allocation, has been established, to fund two full-time achievement coaches who provide professional development and to promote enrichment activities in the arts and in the content areas of reading, with the goal of improving teacher practice and enhancing students' performance in determining the literal and inferential meaning of a variety of texts. In tandem, students are participating in the "Music and the Brain" program, in which they are learning to play the piano which is mathematical in nature and develops coordination and other critical thinking skills.

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

- The principal, in conjunction with all three assistant principals, will directly structure and supervise school wide professional development and instruction; as well as monitor the progress of students assigned to major subgroups. Particular attention will be given to English Language Learners and Special Education students.
- Teachers use formative and summative assessments such as, DRA2, unit tests and benchmark assessments, to assess students' progress in reading throughout

the school year with specific attention given to the prioritized standards. They will also participate in collaborative inquiry and analyses of data during designated teacher team meetings. Teachers play an integral part in evaluating the effectiveness of instructional strategies. During the weekly teacher team meetings, teachers on their respective grades, alongside their supervisors and/or coaches, review data from student-generated artifacts and instructional module assessments to determine data trends with respect to concepts and skills taught. In tandem, teachers identify deficiencies, as well as plan collaboratively to select the best strategies to employ in addressing the identified areas of concern.

- Budgetary allocations are designated to fund two full-time achievement coaches, who will facilitate various forms of professional development activities including interclass visitations, 'Lunch-and-Learns,' and teacher team meetings, just to name a few. Network staff and Generation Ready (or AUSSIE) Consultants will focus on providing professional development on Grades Pre- K – 2, as well as to augment similar services on Grades 3 – 5.

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

Professional Development

- By October and on an ongoing basis, all teachers will participate in professional development on the use of the ReadyGen resources and all baseline assessments will have been administered.
- By November and on an ongoing basis, all teachers will have participated in professional development on integrating text-based answers and writing from sources in planning and in lesson delivery and will have unpacked the prioritized standards, related released questions and relevant strategies. Targeted instructional practices will emerge and continuously improve across classrooms.

Use of Data to Inform Planning and Adjustments of Instructional Strategies

- By January, 60% of grade teams will have a structured approach for examining, analyzing and responding to student work and data.
- By June, all grade teams will have a structured approach for examining, analyzing and responding to student work and data.
- By the midline assessment in January, 60% of Grades K-2 students will show improvement in critical thinking skills as measured by internal benchmarks such as the DRA2, unit assessments and rubrics for Common Core Standards aligned Performance Tasks.
- By the midline assessment in January, the percentage of students in Grades 3-5 performing at Levels 3 and 4 in reading will increase as measured by internal assessments and at least 3% of students will demonstrate improvement on priority standards.

Strategic Use of Resources

- From September through June, the achievement coaches and consultants will provide support in identified areas of need, based on student-generated data with respect to the prioritized standards and classroom observations.
- Commencing in September and on an ongoing basis, students will engage in enrichment activities in the Arts and in the content area of reading.

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

Professional Development

- From September through October, as well as on a continuous basis, all teachers will participate in professional development on the use of the ReadyGen resources and all baseline assessments will be administered.
- From September through November, as well as on a continuous basis, all teachers will participate in professional development in planning and implementing strategies and instructional practices that support students' mastery of the targeted standards and other Reading strands.

Use of Data to Inform Planning and Adjustments of Instructional Strategies

- From September through June, grade teams will receive guidance and support in the use of a structured approach to examining, analyzing and responding to

student work and data.

- In January, midline assessments will be conducted on Grades K-5 in the targeted areas.

Strategic Use of Resources

- From September through June, the achievement coaches and consultants provide support in identified areas of need.
- Commencing in September and on an ongoing basis, students engage in enrichment activities in the Arts and in the content area of reading.

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

- Administrators will supervise the administration of baseline, midline and end-line assessments.
- Administrators will coordinate the delivery of professional development at faculty conferences and grade team meetings.
- Administrators will coordinate service delivery for the coach and consultants.
- A weekly double period is scheduled in the school's *program of organization* to promote professional development for teachers and time for them to engaging in *Inquiry* work in grade-alike cohorts.

Strategies to Increase Parental Involvement

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

The school offers parent workshops including ESL, GED and computer studies. Townhall meetings, "Back to School Night," parent teacher conferences, Title I meetings, Spring Fair and other parent meetings are held to inform parents of the learning objectives, goals and initiatives of the school and to provide resources to help them support their children in meeting their learning targets. We have also established a school website to further augment our communication and outreach to parents. A parent-student handbook outlines our ethical and social guideline for our students and families here at P.S. 53X. Additionally, a monthly parent newsletter is sent home with the instructional foci for each grade.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

Engage all teachers in horizontal teacher teams with the focus of implementing instructional strategies that support students' engagement in rich and rigorous evidence-based conversations about text and in writing that emphasizes the use of evidence from sources to inform or make an argument.

- By June 2015, all grade teams will have embedded the instructional shifts into their unit plans and lesson delivery as well as developed a repertoire of effective instructional strategies for embedding the literacy shifts in support of student performance so that at least 75% of students show growth in using text-based evidence and writing from sources evidenced in the comparison of baseline and end-line unit assessments or common assessments on select standards.

Comprehensive Needs Assessment

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

Observations of classroom practices and teacher team work confirmed a need to increase teachers' capacity and effectiveness in analyzing students' work and in developing lessons that reflect the instructional units with an emphasis on text-based answers and academic vocabulary embedded in classroom discussions and student artifacts. The analysis of data is essential for effective planning and effectuating meaningful instruction. Data analysis will allow pedagogues to identify students' strengths and weaknesses.

Instructional Strategies/Activities

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

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

- Throughout the 2014-2015 school year, and with respect to literacy, all academic staff at P. S. 53X in Grades K-2 will meet in weekly grade-alike cohorts and conduct inquiry work centered around phonemic awareness, fluency, automaticity as key components of successful reading. Teacher team work will include cycles of: (1) examining and analyzing student work to determine student progress in the mastery of the standards and targeted shifts, (2) crafting lessons with the shifts and supports embedded to support student achievement, and (3) review of formative and summative tasks to determine rigor and alignment to the standards and targeted shifts.
- Teacher teams in Grades 3-5 will meet weekly and conduct inquiry work within the domain of reading. Teacher team work will include cycles of: 1) examining and analyzing student work to determine student progress in the mastery of the standards and shifts, (2) crafting lessons with the shifts and supports embedded to support student achievement, and (3) review of formative and summative tasks to determine rigor and alignment to the standards and shifts.
- A central Inquiry Team comprising of teacher representatives from each grade (K-5) along with supervisors, coaches and enrichment teachers is assembled. The team will meet weekly for the purpose of school wide planning and goal setting.

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

- Administrators will provide professional development on unpacking the standards, the shifts and the measures of rigor.
- Administrators will provide guidance to the grade conveners and provide feedback on the efficiency of the grade teams' processes.
- Coaches will support grade teams in the process of examining and analyzing student work, crafting lessons with the shifts and supports embedded and reviewing and revising formative and summative tasks to determine rigor and alignment to the standards and targeted shifts.
- Computers and smart boards are allocated for each grade, and are available for teachers to access relevant students' data as part and parcel of this Inquiry work.

- Teachers are identifying subgroups of students and are targeting and monitoring their progress in literacy for school-wide Inquiry study. Provisions are being made for multiple points of entry for each subgroup during instruction.

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

- By November and on a continuous basis, all teachers will receive professional development on integrating the instructional shifts in planning and in lesson delivery and professional literature, which supports the inquiry work, have been acquired and given to teachers.
- By January, 60% of grade teams will have a structured approach for examining and analyzing student work and data as well as making instructional adjustments accordingly.
- By June, all grade teams will have a structured approach for examining and analyzing student work and data as well as making instructional adjustments accordingly.
- At the end of each unit, teachers are able to articulate students' strengths and weaknesses.
- For the baseline, midline and end-line assessments, the central Inquiry team will identify subgroup, class, grade and school trends and respond accordingly.
- Ongoing feedback to teacher teams on the processes of analyzing student work, revising tasks and determining success or efficiency of strategies implemented.
- Continuous improvement in students' performance as indicated on successive end-of-unit and periodic assessments.

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

- From September through November, all teachers will have received professional development on integrating the instructional shifts in planning and in lesson delivery.
- From September through June, grade teams will receive continuous guidance and support in the use of a structured approach for examining and analyzing student work and data as well as making instructional adjustments accordingly.
- From September through June, grade teams will receive ongoing guidance and support in using the standards, shifts and rigor matrix and analyzing student work to revise formative and summative tasks.
- In September, January and June, baseline, midline and end-line assessments are administered and data are analyzed.

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

- Each grade representative from the central Inquiry team will spearhead the Inquiry work during the monthly 100-minute period. This will be further augmented by a school wide focus on collaborative inquiry led by the school's principal, during several Monday afternoon professional development sessions.
- An assistant principal funded by Tax Levy is designated to supervise data and facilitate the central Inquiry Team. Achievement coaches as well as grade conveners funded by Title I and Tax Levy allocations also facilitate teacher teams on the grade levels.

Strategies to Increase Parental Involvement

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

The current PS 53X website provides parents and the community at large with information regarding the curricular, enrichment and extended day programs in the school. Specific academic areas in need of improvement or additional reinforcement will be communicated via parent conferences. Monthly parent bulletins will be distributed to inform parents about the instructional foci in reading and mathematics from Grades Pre-k through 5. Parent workshops will be held to inform parents on how to interpret the data with respect to their children.

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #3

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

Annual Goal #3

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

Improve school climate for the various stakeholders.

- By June 2015, faculty, students and parents will engage in team-building activities and there will be an appreciable improvement in the stakeholders' perception about the school climate, as measured by the Environment Survey.

Comprehensive Needs Assessment

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

The most recent 2012-2013 Environment Survey indicate that the moral among a segment of teachers was on the decline due to the increased accountability measures, as demanded by the Common Core State Standards. This had a negative, collateral impact on the school's climate and culture, which was borne out on the Environment Survey.

Instructional Strategies/Activities

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

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

- Establish a climate committee led by faculty members.
- Empowering teachers to assume leadership roles for the portfolio of professional development.
- Support parents through ESL classes, 'Town-hall' meetings and newsletters.

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

- Faculty members meet and organize functions and activities in which staff members, parents and students are engaged.
- Administrators facilitate the various committees and events.
- Parent Association and School Leadership Team collaborate and coordinate parent events.
- Collaboration with Wellness In the Schools (WITS) and City Harvest to conduct student cooking classes.

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

- By September, monthly breakfasts are held for staff members.
- By October, monthly birthday celebrations are conducted for staff members.
- By January, Teacher-of-the-Month Awards for attendance and or performance are established.
- By June, the annual Teachers' Appreciation Luncheon will occur, where special awards are given to faculty members.
- By June, the Spring Fair for the entire school community will be held.
- By June, students participate in their annual Sports' Day event.
- By June, the school will hold its Math Expo, Science Fair, and Literary Fair.
- The principal will host two Honors' Assemblies during fall and spring.
- Conduction of quarterly 'Town Hall' meetings with parents.
- Teachers appointed as grade leaders.
- Teachers conduct school-wide professional development series on Monday afternoons, based on survey and faculty interests.
- Student cooking labs are conducted throughout the school year by WITS and City Harvest personnel.

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

- By September, teacher surveys will have been distributed, completed and analyzed.
- By September, celebrations will have been commenced.
- By October, ESL classes and 'Town Hall' meetings will have begun.

- By October, all teachers will have whole group and small group professional development on the components of the Advance initiative.
- By June, there will be an accumulation of Parent Newsletters.

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

- The climate committee will meet monthly to coordinate events.
- Grade leaders will have an opportunity to collaborate with their colleagues on a weekly basis through common preparation periods.
- A series of Monday afternoon professional development series will be facilitated by teachers.
- The ESL classes will be conducted by a staff member.
- 'Town Hall' meetings will be facilitated by faculty members and administration.
- Staff members will facilitate the Spring Fair, Kindergarten Carnival as well as other parent and community events.

Strategies to Increase Parental Involvement

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

The school offers parent workshops including ESL, GED and computer studies. Townhall meetings, "Back to School Night," parent teacher conferences, Title I meetings, Spring Fair and other parent meetings are held to inform parents of the learning objectives and to provide resources to help them support their children in meeting their learning targets, goals and initiatives of the school. We have also established a school website to further augment our communication and outreach to parents. A parent-student handbook outlines our ethical and social guideline for our students and families here at P.S. 53X.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

- **Timeline for implementation and completion including start and end dates**

6.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

1.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

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

6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Leveled Literacy Intervention • Voyager • Reading Recovery • Foci: Reading Comprehension 	Small group, one-to-one, pull-out	Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.
Mathematics	<ul style="list-style-type: none"> • Use of manipulatives • Envision Intervention/Math Games • STARS, STAMS, CAMS, Ready Resources • Foci: Numeracy and problem solving 	Small group, one-to-one, pull-out	Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.
Science	<ul style="list-style-type: none"> • Foss and Delta Programs • Mobile Science Lab • Measuring Up Resources • Foci: “Hands-on” approach, problem solving 	Small group, one-to-one, pull-out	Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.
Social Studies	<ul style="list-style-type: none"> • Houghton Mifflin • Harcourt • Foci: Developing analytical skills and social studies literacy. 	Small group, one-to-one, pull-out	Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Wellness in the School • City Harvest • PBIS • Move-to-Improve • The Leadership Program • Foci: Nutrition, asthma, hygiene, obesity and other health related issues 	Small group, one-to-one, pull-out	Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Highly Qualified Teachers (HQT) are recruited through professional references, internships and student teaching initiatives. Newly recruited teachers are provided a support system. New teachers are assigned peer mentors. Mentors assist new teachers in getting acclimated to the school, its culture, curricula, instructional planning and other professional development opportunities. Peer mentors also guide new teachers in implementing the systemic practices of the school and will share resources, giving careful attention to new teachers' needs, in an effort to improve their pedagogy. Supervisors also provide additional support through formal and informal observations.

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).
In addition to being fully certified and licensed in their assigned areas, current staff will become highly qualified through participation in on-site professional development activities, such as grade meetings, study groups, Aussie's Hemsley Grant initiative and off-site trainings, including Emerging Leaders Program, Common Core Fellowship, Teacher Leadership Program and CFN 209 workshops. Participants will then facilitate peer sessions to "turn key" the information and knowledge gleaned in teacher led teams. Additionally, in weekly double-period grade meetings led by supervisors or grade conveners, teachers engage in instructional planning and data analyses of students' artifacts such as class work, benchmark folders and periodic assessments. Through the process of teacher teams, each individual will have ample opportunities to hone his or her inquiry skills. In addition to the menu of professional development opportunities previously mentioned, in an effort to build capacity and establish leaders at the various levels of the school, staff members are also encouraged to continue their educational pursuit as their needs dictate, such as graduate, post-graduate degrees and certification in areas of interest.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
In order to enhance students' engagement during instructional time, each child in grades 2 through 5 receives breakfast in the classroom. We have fresh fruits and vegetables bar in our cafeterias. The school is in partnership with a program, "Wellness in the Schools," which educates students on how to prepare healthy meals. They also conduct workshops during the school day where students prepare healthy meals. We have also collaborated with The Leadership Program which provides academic intervention as well as social and emotional support and counseling for Students in Temporary Housing (HST) and "at-risk" students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We have a longitudinal program in literary studies, Language Arts and mathematics in Grades Pre-k through 5, with an emphasis on developmental appropriateness in grade content materials. These curricula are derived from the Common Core Learning Standards. Twice per week the staff collectively engages in professional development around Common Core Learning Standards, Charlotte Danielson Framework and the Advance Initiative. Early childhood teachers have an opportunity to familiarize themselves with the upcoming grades' academic expectations. Likewise, they also participate in weekly grade-alike meetings or teacher team meetings where they look at artifacts generated by students on their respective grades. They engage in data analyses to determine strengths and weakness as well as the adjustments deemed necessary to the instructional units. Parent workshops and meetings are facilitated to inform parents of the demands of the Common Core Learning Standards. In tandem, the school distributes a monthly Parent Bulletin which delineates the instructional foci in the respective subject areas.

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
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measures and the professional development provided regarding the use of assessment results to improve instruction. Teachers participated on the Measures of Student Learning (MOSL) Selection Team to determine assessments which would be utilized. Additionally, teachers have an opportunity to participate in designing internal school assessments such as Performance Based Assessments (PBA) and end-of-unit assessments as well as class assignments and tasks which assess students' performance and achievement. Teachers participate in weekly grade-alike meetings or teacher team meetings where they examine artifacts generated by students on their respective grades. They engage in data analyses to determine strengths and weakness as well as the adjustments deemed necessary to the instructional units. In tandem, they participate in two professional development sessions led by the school's principal with the collective staff from Grades Pre-k through 5.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

- PS 53X provides materials and training to help parents work with their children to improve their achievement levels, e.g., literacy, math and use of technology;
- PS 53X provides parents with the information and training needed to become involved in planning and decision making in support of the education of their children;
- PS 53X fosters a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Through workshops and meetings, PS 53X provides assistance to parents in understanding City, State and Federal standards and assessments;
- PS 53X shares information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- PS 53X provides professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- Our school actively involves and engages parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- We engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- We also ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Our school supports 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;
- Further, we conduct parent workshops on topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; English as a second language; GED; and technology training to build parents' capacity to help their children at home;
- PS 53X provides 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;
- We also 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;
- Parent meetings are scheduled to include: 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;
- Provisions are made to translate all critical school documents and provide interpretation during meetings and events as needed;
- PS 53X conducts 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;
- During the School Leadership Team meetings, information will be shared with the parents on how the efforts of the school in improving teacher effectiveness are being effectuated. A list of appropriate parent-child activities that supports improvement in the Domain understudy will be distributed in the parent newsletter to keep parents involved in the initiative, to the extent possible.

PS 53X 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 a Spring Fair;
- 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 regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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	\$1,133,293.59	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$327,564.00	X	See action plan
Title III, Part A	Federal	\$43,912.00	X	See action plan
Title III, Immigrant	Federal	\$20,157.00	X	See action plan
Tax Levy (FSF)	Local	\$6,051,829.00	X	See action plan

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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.



Department of English Language Learners and Student Support

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<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: Basheer Quisim	DBN: <u>09X053</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>150</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 14
of certified ESL/Bilingual teachers: 11
of content area teachers: 3

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:

Title III ELL Programs before and after school

At PS 53 we work diligently to ensure our students are critical thinkers and self-regulated learners. Based on the ELL data, students are invited to different academies to enhance their language acquisition process and academic performance. The following are the academies to support ELLs.

Morning Academy (3rd through 5th grade) 3classes

The morning academy is designed to help ELLs who have zero to four years of services. The morning academy takes place on Tuesdays, Wednesdays and Thursdays from 7:00 am to 8:00 am. There will 96w sessions of the Morning Academy. There are three classes. Each class has at least twenty students. There are three teachers in the program.

The newly arrived students are in a bridge third through fifth grade class receiving extra support in mathematics. The teacher emphasizes the basic four mathematical operations and strategies to solve word problems. At the same time, the differences on computational procedures between South America countries and America are clearly explained to the students. The language of instruction is Spanish. The program uses the Envision program. Also word problems are taken from EngageNY website.

Students who have completed a year of service receive ESL instruction in order to enhance their English language acquisition process. The teachers emphasize the four language modalities by having students speaking, listening, reading and writing about texts being analyzed. The teachers emphasize the language structure used in the text as well as the message embedded in the text. The materials of the academy are crafted by the teachers with the guidance of the school instructional team. Passages are selected based on the students' cognitive abilities and language development stage.

After-school ELL class (3rd through 5th grade) 3 classes

There is an afterschool ELL classes for newly arrived African students. This class meets on Tuesdays (from 3:20 pm through 5:30 pm) and Wednesdays (from 2:20 pm through 4:30 pm)for two hours per day. This program will have 64 sessions. There are at least 20 students in this class taught by a teacher. The teacher emphasizes the four language modalities by having students speaking, listening, reading and writing about texts being analyzed. The teacher emphasizes the language structure used in the text as well as the message embedded in the text. The materials of the academy are crafted by the teacher with the guidance of the school instructional team. Passages are selected based on the students'

Part B: Direct Instruction Supplemental Program Information

cognitive abilities and language development stage.

There is an after-school class for newly arrived students who are illiterate in their first language and another one for newly arrived latin students to enhance their mathematical and language skills. These classes will have a strong emphasis on phonics and visual aids. These program will last 60 sessions. Both programs will be in sessions on Tuesdays from 3:20 pm to 5:30 pm and on Wednesdays from 2:20 pm to 4:30 pm. The materials will be designed by the teachers with the guidance of the school administration. Both programs will have a strong emphasis on visuals and phonics.

Spring Academy (K through 2nd grade) 3 classes

The Spring academy is tailored to provide academic support to the three tiers: below, at and above grade level. Students will be placed in homogenous academic programs that support and promote their performance. There will be formative assessments in order to maximize the learning opportunities. The program will promote the students' CALP . The Spring academy has three classes in which first and second graders are homogeneously placed. The program starts the first week of Spring and ends the last week of Spring. It will be three times per week, Tuesday, Wednesday and Thursday, from 2:30 PM to 4:30 PM on Wednesdays and Thursdays and from 3:20 PM through 5:30 PM on Tuesdays. The program was designed to have 30 sessions. There are three classes . Each class is led by a teacher.

The average number of students in the program is around 60 students. Also, the classes will not have more than 20 students per class.

The teachers emphasize the four language modalities by having students speaking, listening, reading and writing about texts being analyzed. The teachers emphasize the language structure used in the text as well as the message embedded in the text. The materials of the academy are crafted by the teacher with the guidance of the school instructional team. Passages are selected based on the students' cognitive abilities and language development stage.

NYSESLAT Academy (K through 2nd grade) 3 classes

The NYSESLAT Academy is designed to guide students on developing test taking strategies by working on quiet, individual and time oriented tasks. Students are placed homogeneously based on their academic language development. The program starts the of last week of January and ends on the third week of May. The program is a Saturday Academy from 9:00 AM to 12:00 PM. There are three classes. The NYSESLAT Academy will have a strong focus on Science in order to offer students to work on several hands on activities, so they can have class and group discussions to enhance their BICS skills, while reading and writing their CALP skills will be enhanced. The teachers emphasize the four language modalities by having students speaking, listening, reading and writing about texts being analyzed. The teachers emphasize the language structure used in the text as well as the message embedded in the text. The materials of the academy are crafted by the teachers with the guidance of the school instructional team. Passages are selected based on the students' cognitive abilities and language development stage.

Supplies

In order to provide visual support to the students, \$3000 has been allocated to purchase three elmos

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:

Teachers receive Professional Development at no cost to the Title III program.

Our teachers who support our ELL's have a year long professional development plan. Teachers are involved in data driven sessions to identify trends and engage in discussion on how to provide support to those students and what instructional techniques can be used to promote students' performance. Each session is the routcome of a data-driven conversation. The following outlines the workshops and professional development the ESL and bilingual will participate:

1- E-Classes

Teachers are invited to participate on e-classes at Stanford University. From October to December, they will participate on an eclass on how to develop their ELL academic language.

2- Data Team Meetings

Teachers meet in grade alike data team meetings to discuss their students' strenghts and weaknesses. They also discuss possible strategies to enhance their students' academic performance and language development.

3- Book Study

Teachers will be invited to participate in a book study. They will be reading and discussing Well Spoken in order to identify strategies to enhance their ELL academic discourse.

4- Outside the School PD Sessions

Cluster's ESL workshops, OEL workshops and NYU PD development. BETAC workshops and any other professional development opportunities provided by the Department of Education.

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

Part D: Parental Engagement Activities

Begin description here:

At PS 53x parents are invited to different parent meetings at no cost to the Title III program

There is a long standing relationship with the parents of ELL’s within our community. Our principal launched a parental program that has been in effect for the past twelve years. The program entails the teaching of English as a Second Language to our parents of English Language Learners. The program meets three times per week for two hours on each day. The personnel, who were selected to facilitate the ESL parent classes, understand the cultural backgrounds and/or native language of the parents. The parents not only acquire the English language, but they become assimilated to our society, which is one of their expressed needs. This class has a tecnological component to enhance the parents' English language and computer skills

Townhall meetings are also held to inform parents about the curricula and content students are learning and expected to demonstrate proficiency on the state's standardized exams. The parents are also invited to a variety of workshops to learn how to help their kids at home.

We have a strong parent involvement in our School’s Leadership Team (SLT). The parents serve as liaisons between other parents and the school. They share ideas generated from the wider parent community during the monthly SLT meetings. Such collaboration allows us as a school community to evaluate the needs of our parents and to create programs aligned with their expressed needs.

The school has a monthly calendar for parents which outlines all the activities of the month.

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 	_____	_____

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.
materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 09	Borough Bronx	School Number 53
School Name PS 53X- The Basheer Qusim School		

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

Principal Dr. C. M. Wolfe	Assistant Principal Ms. L. Moreno
Coach Ms. S. Ferguson	Coach Ms. P. McKenley
ESL Teacher Mr. P. Infante	Guidance Counselor Ms. J. Blanchard
Teacher/Subject Area Ms. M. Pena	Parent Ms. G. Martinez
Teacher/Subject Area type here	Parent Coordinator Ms. Y. Garcia
Related Service Provider Ms. D. Raffington	Other type here
Network Leader(Only if working with the LAP team)	Other

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.	3	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	3
Number of certified bilingual teachers currently teaching in a bilingual program	10	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	4
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	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1288	Total number of ELLs	379	ELLs as share of total student population (%)	29.43%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	2	2	2	2	2								12
Dual Language <small>(50%:50%)</small>	2	2	2											6
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	4	4	4	2	2	2	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	379	Newcomers (ELLs receiving service 0-3 years)	211	ELL Students with Disabilities	17
SIFE	5	ELLs receiving service 4-6 years	168	Long-Term (completed 6+ years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	114		5	83	2	12	9	2		206
Dual Language										0
ESL	92			81						173

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	206	0	5	164	2	12	9	2	0	379
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	29	35	47	25	40	25								201
Albanian	0	0	0	0	0	0		0						0
SELECT ONE														0
TOTAL	29	35	47	25	40	25	0	201						

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	6		22		28														56	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	6	0	22	0	28	0	56	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): <u>4</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u> </u>

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	64	46	60	42	56	39								307
Chinese														0
Russian														0
Bengali		2	1		1	1								5
Urdu														0
Arabic														0
Haitian														0
French		4	5	1	2	1	4							17
Korean														0
Punjabi														0
Polish														0
Albanian		1		1	1	1								4
Other	9	7	5	8	5	4	8							46
TOTAL	73	60	71	52	65	46	12	0	0	0	0	0	0	379

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)		7	4	2	11	13								37
Intermediate(I)	2	16	9	7	27	12								73
Advanced (A)	2	27	39	24	23	18								133
Total	4	50	52	33	61	43	0	0	0	0	0	0	0	243

NYSESLAT Modality Analysis

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

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		2	4	2	11	13							
	I	2	16	2	2	22	12							
	A	2	27	39	24	23	18							
	P			9	12	5	6							
READING/ WRITING	B		2	4	2	11	13							
	I	2	16	2	2	22	12							
	A	2	27	39	24	23	18							
	P			9	12	5	6							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
At PS 53X, we utilize the DRA reading assessment to determine students' strengths and deficiencies in literacy in grades K-5. This data informs the administration and teachers whether or not our students are acquiring language in the different strands (i.e. listening, reading, writing and speaking). The data highlights which student groups are not making sufficient gains in phonemic awareness,

vocabulary, phonics, fluency, etc. An early diagnosis of deficiencies allows us to tailor the curriculum to meet the needs of the students and create supplemental programs that target those needs.

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

After examining the results in the four tested modalities, we have noted the following patterns:

- In grades one through five, the highest scores were in the listening and speaking components of the NYSESLAT.
- The ELLs in grades 3 through 5 improved their reading performance; however, there are deficiencies in their writing performance.

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

The following trends are derived from the strengths and needs noted in the NYSESLAT and other assessments, such as, LAB-R, DRA, New York State English Language Arts test, and criterion-referenced assessments:

- The Balanced Literacy program which emphasizes speaking, listening, reading and writing skills is implemented in order to enhance the performance of ELLs on the NYSESLAT and NYS ELA exams.
- We provide Academic Intervention Services (AIS) according to students' assessed needs, based on the data analyses. Specialty that familiarize them with the format and subject matter of the test.

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. Our students increased their proficiency levels as they moved from the early childhood grades to the upper elementary grades. In grades two through five, most students are performing on the intermediate and advanced levels. Based on the data, which was displayed on our LAP worksheet, our ELL's have shown growth on the NYS ELA exam. In grades 3-5, most of the students are performing on Level 2 and Level 3. In Mathematics, some ELL students who took the test in English are performing on grade or above grade level. There are a large number of students performing on Levels 3. In the content areas (science and social studies), students demonstrate grade level understanding of the subject as indicated by the formative assessments and the NYS Science results.

b. The administration has structures in place that focus on the discussion of data. Three times a year the teachers meet with their immediate supervisors to discuss how the students are progressing in all academic areas. These discussions are anchored in the results of the following Periodic Assessments administered by the DOE, such as the ACUITY ITA's, Predictives, and the ELL periodic assessments. In addition, we administer internal periodic assessments such as the Simulated ELA and Mathematics exams, instructional modules/cycle assessments and DRA's. The results of these assessments inform administration to adjust the instructional program and create intervention and enrichment activities.

c. The school is learning that our ELL's are making steady progress. It is apparent from the data that our ELL's are performing comparable to their monolingual counterparts. The native language is used to assess newly arrived students in the content areas of math and science. Students are able to overcome their deficiencies and demonstrate progress on the state exams.

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

After each unit is completed, students take a Performance Based Assessment (PBA) which indicates how their academic performance. Students are grouped in three tiers. Students who are in Tier III receive academic services, such push in or pull out services. They are also invited to academies before and after school as well as to the Saturday program. Students who show no growth receive a more tailored pull out services. In some instances, an evaluation process is started to further support the child.

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

When students are entering the school, they take the Lab R and the school entrance exam. Using data from both tests, the parents are indicated which program is more beneficial for their kids. The parents decide where the child is placed.

The data provided from the PBA and the qualitative data derived from the instructional program indicate the language use in the classroom. The CCLS for the Language Arts is used to outline the language objectives which is being used along with the content objectives. The language frames are used to guide students on how to organize their thoughts and explain their ideas.

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?

Paste response to questions here:

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

Paste response to question here:

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. In order to identify possible ELL students, we at PS 53X take the following steps to ensure that the process for the students and parents move smoothly. First, when students are being registered parents must fill out the Home Language Survey with the assistance of the coaches or staff developers, which lets us know which languages are spoken at home. Once the parent has identified a language other than English on that form, our literacy coach and early childhood staff developer ask the parent whether or not the child speaks, reads, writes and understands English. The pedagogue also quickly assesses the student through an informal conversation to verify parents' initial responses. If it is determined that the student does not speak, read, write or understand English, the coach or staff developer informs the parent of the programs, which are available (TBE, Dual Language, etc.) The student is placed in a class and awaits the LAB-R exam and initial testing that is administered within 10 school days from the admission date, by an ESL teacher or staff developer. In addition, Spanish-speaking ELLs who do not pass the LAB-R, are also administered the Spanish LAB by an ESL or bilingual teacher. All children who are considered ELLs after undergoing the process described will take an annual state ESL exam called the NYSESLAT. Students' eligibility to take the NYSESLAT is determined by the ATS report, RLER. The classroom teachers assess each individual student in the speaking strand of the exam if they are a Dual Language or TBE teacher. The students receiving push-in ESL services will be assessed individually by the ESL teacher for the speaking strand. All eligible students are then tested on the reading, listening and writing strands by their classroom or ESL teachers. The previously outlined measures ensure that all eligible candidates for the NYSESLAT exam are administered all four components: speaking, reading, listening, and writing strands.
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.

Upon initial enrollment, parents are informed about all three programs based on the Home Language Survey responses and the staff developers' initial screening for new entrants. Within 10 days of admission, the LAB-R is administered to determine students classification as well as orientation meetings are held in which parents viewed a video in the community language about program choices and posed questions about the different programs that are available to their children at PS 53X. Parent orientation meetings are facilitated by a staff developer and/or assistant principal, in order to inform parents about the choices available to them such as dual language, transitional bilingual, and ESL models. The frequencies of the Parent orientation meetings are determined by the frequency of initial enrollment.
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 \[see tool kit\]](#).)

Based on the LAB-R results yielded within the 10 school day window, our students receive the entitlement or parent choice letters, parent surveys as well as welcome letters from their classroom teachers. Once the parent surveys and choice letters are distributed, the students take them home in order to get their parents' or guardians' signatures. The parent surveys and choice letters are then returned and filed in the assistant principal's office.

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.
The students are then placed in the programs that their parents have elected. In our Dual Language Program, students receive a 50/50 instructional program in both the students' Native Language and Language of Acquisition for both the ELL's and EP students. In our TBE program, students are placed according to proficiency levels on the NYSESLAT exams. We have a class of new arrivals and beginning level students. We then have a second TBE class that includes students in the intermediate and advanced levels of language acquisition. This allows the teacher to tailor their instruction to the needs of these specific students. For students who speak languages other than Spanish, they receive ESL instruction through a push-in/pull-out model. Students receive continued entitlement letters at the end of the school year, following the NYSESLAT results. Given that most of our ELL population is predominately Spanish speaking, letters are translated into Spanish, as well as parent meetings are also facilitated in both English and Spanish. The growing number of French speaking population has demanded that letters are also translated to french and in meetings a French speaking staff member is available to support the African parents who speak French.
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.
In September ELL parents are invited to an informational meeting about the NYSESLAT exam. At the starting of the Spring season the ELL parents are invited to another meeting, in which the parents are invited to send their kids to the school Spring ELL Academy which provides extra enrichment and remedial support to the early childhood ELL stuents.
Teachers receive a class list indicating their ELL students and letters providing parents a general overview of the NYSESLAT exam and inviting them to a parent meeting about the tests. A NYSESLAT testing meeting is conducted; in that meeting the NYSESLAT testing procedures are outlined and testing memo is distributed. Each section of the test is administered school wide on a selected day and date based on the testing window.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
After reviewing the Parent Survey selection forms for the past few years, the trend in program choices are mainly TBE in the upper grades. In the lower grades parents are selecting ESL services more than the Bilingual programs.ESL programs.

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])?
 - 1-A-The organizational models that are currently utilized at PS 53X are the Self-Contained Transitional-Bilingual Classes for students that consider Spanish as their native language. We also have an early childhood Dual Language program for ELLs who are Spanish dominant and are acquiring the English language. Likewise, we have EP students who are dominant in the English language and are acquiring Spanish through this program. As the population of students in the school's neighborhood has changed, we have seen an increase in the number of students who speak languages other than Spanish; therefore, we began to group these students homogenously to meet their needs.
 - 1-B- Our students remain in self-contained transitional bilingual classes from kindergarten through fifth grade. As their English skills improve, the students are moved into classes with less instruction in their first language and more English instruction. Instructional support systems are offered to students in those classes. We also have a Dual Language program, which serves grades K-2. Students who speak languages other than English are homogenously grouped in grades 1st through 5th grade.
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. The self-contained teachers who provide instruction to our TBE, Dual Language and ESL students follow a schedule that is aligned to the CR Part 154 guidelines for the amount of language allocated for each proficiency level. In our TBE classes, the teachers teach one period of Native Language Arts (NLA) instruction on a daily basis. Our students receive ESL instruction if they are intermediate and beginning level students, our advanced students receive ELA instruction as per CR Part 154's language allocation. Our content specialty teachers teach extra periods of science, social studies and art to our ELL students. In our Dual Language classes, the students receive instruction for 50% of the time in English, which is done in the content areas (i.e. science, social studies and the arts.)
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.

At PS 53X, we work diligently to make sure all our students are critical thinkers and creative problem solvers. Concomitantly, we ensure that they achieve their personal best through exemplary daily instruction, AIS, Saturday Programs, Early Academy, After School Programs and holiday academies The school has a flow of the day and a flow of the block outlined for each grade. Therefore, there are specific instructional outlines to teach content areas in alignment with the school instructional maps based on the content area standards and pacing calendar. There are also content area teachers who teach a specific content area supporting the work done by the classroom teacher.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Using the SIOP model, students receive instruction in the content areas in their native language. The assessment is done in their native language; through that assessment teachers analyze the students' knowledge of the content and the language use.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students are grouped in homogenous classes and serviced by push in/ pull out teachers. These classroom teachers meet on a weekly basis to plan instruction and analyze students' performance. They provide support services in vocabulary development, making lessons comprehensible, and facilitating language acquisition. The push-in model helps to decrease travel time and increase in-class instructional time. ELL's on grades two through five are placed in homogenous classes. The teachers use ESL methodology to teach English Language Learners. Teachers modify the delivery of instruction in core subjects such as ELA, Math, Science, and Social studies in order to ensure that the materials are comprehensible to ELLs as well as to promote learning and second language development. The teachers adjust lessons to meet many linguistic needs by modifying speech rate and tone, direct instruction of vocabulary and grammar, repeating key words, phrases, or concept and using context clues. Congruently, teachers make extensive

use of modeling strategies, as well as relating instruction to students' background knowledge and experience

ELL's who are homogenously grouped receive instruction in English. Instruction is conducted in English using intensive ESL methodology. Core content area instruction is provided through a sheltered English approach. The goals of the program is to achieve English language proficiency within three years through assessment driven instruction, differentiated instruction, early morning programs and Saturday academies.

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).

ELL students are placed in classes based on their NYSESLAT performance. Academic Intervention services and enrichment programs are offered to students based on their needs and abilities Students who exit the bilingual programs receive pull out services to continue supporting their English language acquisition

SIFE students receive academic intervention services; they are also invited to the morning academy which is organized to service the ELLs students.

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?

The teachers follow the school instructional framework. Tasks are designed according to the content/skill being taught congruently with the students' abilities. Therefore, the tasks are at the students' 'zone of proximal development'.

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?

We have several programs to target the needs of our English Language Learners in literacy, mathematics and the content areas. One of the programs is the Early Morning Self-Contained ESL Academy. Our ELL's from grades 3-5 receive additional instructional support four days per week, prior to the start of the regular school day. This program is conducted in the students' language of acquisition, which is English. The program focuses on helping students who have been receiving ESL services or who have been in TBE classes for 4-6 years. This program targets their weaknesses in acquiring the second language. Their biggest deficiencies as a group have been in the areas of reading and writing, which is reflected in their NYSESLAT scores. In addition, some of our ELL students in the same subgroup aforementioned also participate in the After-School Enrichment Academy. Although some of these ELL students fall into the intermediate and advanced stages of language acquisition as determined by the annual NYSESLAT test, they also scored in levels 3 and 4 on the New York State ELA and Mathematics exams. Therefore, the Enrichment program targets them for literacy and mathematics in order to teach them strategies that will help them demonstrate progress on the New York State ELA and Mathematics examinations. Mastery of select skills and strategies will then translate into enhanced performance on the NYSESLAT. We also have Early Childhood afterschool and spring academies. These academies will target students' instructional needs in the four strands, listening, speaking, reading and writing. These students need to strengthen their foundation in literacy, mainly phonemes, high-frequency words, phonics and the structure of the English Language. The academies will be taught in the students' language of acquisition.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

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

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.
- The students who receive proficiency on the NYSESLAT exam usually perform well on the English Language Arts and the Mathematics exams. Some of these students will remain in a TBE class because the parents opt for them to remain in these class settings. The students whose parents do not opt for them to remain in these classes will be mainstreamed into regular classes. Students who are mainstreamed will participate in the Enrichment program and engage in project based and technology assisted learning. Additionally, these students will participate in our band program that affords them the opportunity to learn to play a musical instrument. These activities enhance students' performance and allow them to cultivate a better command of the English language. third grade
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- A great number of ELL students in the Early childhood program exit the bilingual program by the end of third grade. The SIFE students continue in the TBE program because their instruction is not consistent. Students who enter the TBE program without prior schooling take longer to exit the program.
11. What new programs or improvements will be considered for the upcoming school year?
- Our current programs are working effectively. We are considering to open a French Dual Language Program, if our proposal is approved; that program would start on September 2014.
12. What programs/services for ELLs will be discontinued and why?
- This question is not applicable to us. At this time our ELL services and programs are working to support our students.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our new arrivals utilize the "English Now" materials for small group instruction for push-in and pull-out program.
- The new arrivals and students with 4-6 years of service utilize "Santillana's Intensive English Program"
 - For the early childhood, they utilize "Elefonetica, De Canciones, La Cartilla, Ortografia, Pan y Canela, etc." in the students' native language in order to teach emergent literacy in their Native Language.
 - The teachers utilize SmartBoards as a technology component for ELL's to promote TPR(Total Physical Response)and the use of realia and make learning more concrete for them.
 - The classroom libraries reflect the levels of the students who are homogenously grouped. The TBE classes reflect libraries that have English and Spanish books. Each floor has a Common Core Library chart that teachers can use to support their students' independent reading and/or guided groups.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- School wide: teachers use the school curriculum maps to drive instruction. ReadyGen, Envision, Science Court, and Santillana,. Each classroom has a smart board and a classroom library. Each floor has a computer cart with a printer and a Common Core Library cart. Our new arrivals utilize the "English Now" materials for small group instruction for push-in and pull-out program. The new arrivals and students with 4-6 years of service utilize "Santillana's Intensive English Program" For the early childhood, they utilize "Elefonetica, De Canciones, La Cartilla, Ortografia, Pan y Canela, etc." in the students' native language in order to teach emergent literacy in their Native Language. The teachers utilize SmartBoards as a technology component for ELL's to promote TPR(Total Physical Response)and the use of realia and make learning more concrete for them. The classroom libraries reflect the levels of the students who are homogenously grouped. The TBE classes reflect libraries that have books in both languages and are leveled as well. Materials for mathematics, science and social studies are available in English for our ELL's in homogeneous classes and in both languages for TBE and Dual Language Classes. The classes are also equipped with listening centers with books on CD, computers and smartboards to promote further use of technology.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In The TBE: The content area instruction is driven on the students' native language. Teachers promote the language development using the SIOP model.
- In the DL program: Students receive instruction in Spanish and English. Students are grouped based on their language and acquisition
- Native Language Instruction for all ELL's in the TBE program:

• Highly conceptual and linguistically demanding with a focus on challenging work and rigor. Introduction and development of academic discourse. Assessment of conceptual understanding. Native Language Arts instruction is 90 minutes daily.

Beginning Level: 60% Spanish language use (content area) Intermediate Level: 50% Spanish language use (content area)
Advanced Level: 25% Spanish language use (content area) Native Language Instruction for all ELL's in the Dual Language program: Highly conceptual and linguistically demanding with a focus on challenging work and rigor. Introduction and development of academic discourse. Assessment of conceptual understanding. Native Language Instruction is 50% of the day. The ELL students receive their emergent literacy in the Native Language. The EP students receive their Native Language Instruction in the content areas (science and social studies).

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The academic services are in alignment with the grade standards and expectations. Instruction is scaffolded at the students' cognitive abilities.
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.
At PS 53X we take advantage of the ELL Summer Grant; we developed a Summer Science Program and invite ELL who have been serviced less than three years. The program is designed
Parent orientation meetings are held during the latter part of the summer session to provide firsthand information on activities ELLs will be participating in during the school year. These students are then invited to participate in all the intervention programs available to help them become acclimated to the NYC school system
18. What language electives are offered to ELLs?
N/A
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)?

The DL takes place three times per week during the Science instructional period. The students in the TBE class and one of the top high performing monolingual classes are organized in two groups based on their language skills. Students receive instruction in Science in their targeted language and the next day the concept is presented in the native language. Students are expected to participate in the class discussion and do the independent task in the target language,.

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.

PS 53X redesigned the previous Dual Language (DL) Program to make it more consistent with CR Part 154 and with Education Law 3204 and CR Part 117; we are working on making certain that all ELLs at our school are given meaningful access to a rigorous academic program. Our goals are to ensure that each student will achieve language proficiency and exceed requirements as mandated by the State Education Department of New York. As per Commissioner's Review Part 154, all DL instructors are highly qualified teachers of English Language Learners. Professional development is a continual process. Teachers meet on a weekly basis to plan instruction, analyze student work, and discuss students' progress. Teachers adjust their instruction based on the analyses. The aforementioned activities aid teachers in planning learning experiences congruent to students' needs. The staff development is relevant and hands-on which includes problemsolving activities that address real concerns. PS 53X's Dual Language Program enrolls English Proficient (EP) students and English Language Learners (ELL) in a rigorous academically and technology driven curriculum. It is a side-by-side-model in which both EP and ELL students will learn academic content in both English and Spanish implementing the Half Day Instructional Model. Literacy will be developed sequentially so that all students in grades K-2 will learn literacy in their first language before beginning explicit literacy instruction in the second language. In grades K-2, EP students will learn literacy in English and ELL's will learn literacy in Spanish. They follow the Balanced Literacy Model. Literacy is the only time during the instructional day where classes will be homogeneously grouped for language (all EPs in monolingual classes, all ELL's in bilingual classes). Each class will be heterogeneously grouped with EP and ELL students for all other subject areas. Both EP and ELL students will learn academic content in both English and Spanish through the implementation of a Half Day Instructional Model. Teachers will follow grade level core-curriculum in all subject areas, promoting student centered learning while embedding instructional strategies that promote language development. They will use different strategies such as scaffolding and sheltering language to provide multiple-entry points for students as they learn a second language. Alternating English one day and Spanish the next day throughout the year reaffirms the commitment to develop proficiency in both languages.

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?

We have a long-standing relationship with the parents of ELL's within our community. Our principal launched a parental program that has been in effect for the past nine years. The program entails the teaching of English as a Second Language to our parents of English Language Learners. The program is split into two distinct classes. One class is designated for parents of Iberian descent who speak Spanish as their native language; they meet three times per week for two hours on each day. The other class is designated for parents of African descent who speak a variety of languages; they meet twice per week. The personnel, who were selected to facilitate the ESL parent classes, understand the cultural backgrounds and/or native language of the parents. The parents not only acquire the English language, but they become assimilated to our society, which is one of their expressed needs based from parent surveys. Parent Association meetings are held on a monthly basis where parents have an opportunity to communicate their interests. We have a strong parent involvement in our School's Leadership Team (SLT). The parent coordinator and PA executives serve as liaisons between other parents and the school. They share ideas generated from the wider parent community during the monthly SLT meetings. Such collaboration allows us as a school community to evaluate the needs of our parents and to create programs aligned with their expressed needs. The parent coordinator facilitates town hall meetings with parents as well as she coordinates the parent classes and workshops. She distributes parent calendars, newsletters, and other forms of written communiqués in both English and Spanish, which keep parents abreast with all events and initiatives in the school. The parent coordinator also serves as our Spanish translator in meetings and other events. At the end of the school year, there is an annual parent celebration for ESL class participants, which is also facilitated by the parent coordinator and PA executives.

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.

Part VI: LAP Assurances

School Name: P.S. 53

School DBN: 09X053

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. C. M. Wolfe	Principal		12/10/13
Ms. L. Moreno	Assistant Principal		12/10/13
Ms. Y. Garcia	Parent Coordinator		12/10/13
Mr. P. Infante	ESL Teacher		12/10/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ms. S. Ferguson	Coach		12/10/13
Ms. P. McKenley	Coach		12/10/13
Ms. J. Blanchard	Guidance Counselor		12/10/13
Ms. M. D. Wilks	Network Leader		12/10/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09x053 School Name: P.S. 53 - The Basheer Qusim School

Cluster: 2 Network: 209

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.

Home Language Surveys indicate that more than 65% of our families consider Spanish as their dominant language, therefore all communication to parents is offered in English and Spanish. All parent letters are translated and parent workshops are facilitated with a Spanish speaking translator. We are also noticing an increase number of families who speak French. Therefore, letters are also being translated in French. In tandem, during meetings, staff members who are fluent in French translate for the parents.

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.

P.S.53X's pupil accounting registration data indicates that families from Latin America, Caribbean and West African regions have increased. In strengthening our home-school partnership, all parent letters and other documents will be translated. Translation will also be provided at parent workshops, back to school night and during parent-teacher conferences. This information will be reported to the school community through written communiqué.

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.

PS 53X will provide parents determined to be in need of language assistance with translated documents regarding critical information about their children's education in a timely manner. These documents will include but are not limited to: registration forms, report cards, progress reports, conduct, safety and discipline forms, trip permission slips and consent forms, entitlement to public and special education services. Translations will be provided by qualified bilingual and bi-literate staff members.

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.

PS 53X will provide parents in need of language assistance with oral interpretation services during the regular and extended school day in order to promote shared accountability and provide access to information about their child's academic progress. These services will be provided by assigned office staff and the parent coordinator.

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>.

Parents will be notified via letter from the school and through postings in conspicuous locations in the school building. The school sign in front of the building will be used as another form of communication to parents. The parents' bill of rights will be posted on a bulletin board in the lobby and copies will be made available upon request.