

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **21K153**

**School Name:**                       **P.S. 153 HOMECREST**

**Principal:**                             **CARL SANTAMARIA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: PS 153 School Number (DBN): 21k153  
Grades Served: PK-5  
School Address: 1970 Homecrest Avenue  
Phone Number: 718-375-4484 Fax: 718-375-4439  
School Contact Person: Carl Santa Maria Email Address: [csanta@schools.nyc.gov](mailto:csanta@schools.nyc.gov)  
Principal: Carl Santa Maria  
UFT Chapter Leader: Joann Savage  
Parents' Association President: Nicole Correa  
SLT Chairperson: Joann Savage  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 21 Superintendent: Isabel DiMola  
Superintendent's Office Address: 1401 Emmons Avenue  
Superintendent's Email Address: [idimola@schools.nyc.gov](mailto:idimola@schools.nyc.gov)  
Phone Number: 718-648-0209 Fax: 718-648-2165

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: jean Mingot  
Director's Office Address: 415 89th street, Brooklyn, N.Y. 11209  
Director's Email Address: [JMingot@schools.nyc.gov](mailto:JMingot@schools.nyc.gov)  
Phone Number: 718-759-4872 Fax: 718-759-4879

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carl Santa Maria	*Principal or Designee	
Joann Savage	*UFT Chapter Leader or Designee	
Nicole Correa	*PA/PTA President or Designated Co-President	
Michele Mercorio	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Frances Tangari	Member/ Teacher	
Abby Martin	Member/ Teacher	
Jill Cuthill	Member/ Paraprofessional	
Kenny Acosta	Member/ Parent	
Carmelia Cutaneo	Member/ Parent	
Misbah Anwar	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mayra Chu	Member/ Parent	
Yolanda Martinez	Member/ Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P. S. 153 is comprised of 557 students of which

- 52 % Female
- 48 % Male
- 30% Hispanic
- 29% Asian
- 3% Black
- 35% White
- 24% ELL
- 81% General Education Students
- 19% Students with Disabilities
- Our School Mission Statement is: To substantially improve the academic achievement and social development of every child by developing a rigorous curriculum, safe environment, the arts, and extracurricular activities that are tailored to their interest. We strive for this by working in partnership with parents and teachers through professional development, respect, and effective communication.

Use data to inform our instruction

- Develop tools to support all our students' academic and social/emotional functioning including English Language Learners and Students with Disabilities
- Provide students with rigorous instruction to prepare them to be college and career ready
- Use technology to prepare our students for the 21st century
- Collaborate with our colleagues to reflect on our practices to support students' growth
- Actively collaborate with our parents on how we can improve student progress
- Consistently refine on our teaching practices in order to promote student progress

In efforts to support our mission we collaborate with various stakeholders:

- Councilman's Office
- Chinese Planning Council
- Center for Integrated Teacher Education
- Parents
- Touro College

We have sustained and established special initiatives to encourage parents to be partners in our school.

- Monthly Meetings with Parents
- Parent Teacher Workshops
- Technology during Parent Engagement Time
- Open Houses
- English Classes for Parents

Schools Strengths:

We have increased, as indicated in 2014-2015 ELA/Math Report

- 4<sup>th</sup> Grade 9% growth Craft and Structure (RI4.5)
- 13% growth Key Details (RI4.3)
- 18% growth Craft and Structure (RI4.4)
- 9% growth Key Details (RI4.3)
- 11% growth numbers and Algebraic Thinking (4.OA.A.3)
- 5% growth Place Value for multi digit whole numbers(4.NBT.A.1)
- 21% growth Place Value for multi digit whole numbers(4.NBT.A.2)
- 5<sup>th</sup> Grade 65% Vocabulary acquisition (L.5.4a)
- 6% growth Craft and Structure ((RI5.4)
- 21 % growth in Key Ideas and Details ((RI5.3)
- 10% growth Integration of Knowledge and Ideas (RI5.8)
- 5% growth Equivalent Fractions as a strategy (5.NF.A.2)
- 6% Classify two dimensional figures (5.G.B.4)

5% Geometric Concepts (5.MD.C 5b)

18% Numbers and Operations (5.NBT.A.1)

10% Numbers and Operations (5.NBT.A2)

8% Measurement and Date (5.md.B2)

- ELA Percent Proficient: 32.9%

Math Percent Proficient: 44.2%

ELA Early Grade Progress : 2.47

- Math Early Grade Progress : 3.25

- Math Average Student Proficiency:2.85

ELA Average Student Proficiency: 2.60

- Math 5 level 3 and 4

- ELA Self-Contained % L3 and 4 : 0.0%

- ELA ICT % L3 and 4 : 15.8%

- Special Education Support Services % L3 and 4 :0.0%

- Math Self Contained % L 3 and 4 :5.0%

- Math Integrated Team Teaching % level 3 and 4 : 15.8%

- Math Special Education Teacher Support Services level 3 and 4 : 13.3%

- Math 75 or higher English Language Learners: 25.4%

- ELA 75 or higher English Language Learners : 41.1%

- Math 75 or higher Individual Education Plan:37.9%

Math 75 or higher growth bottom third:31.0%

- Math Black and Hispanic males in lowest third or 75% higher: n<5

Accomplishments:

Overall we increased

- in student progress

- in School Environment

Challenges:

We have scored below grade level, as indicated in 2014-2015 ELA/Math Report

- 3rd Grade 64% Key Ideas and Details (RI.3.3 and RI 3.3)

55 % Integration of Knowledge and Ideas (RI 3.8)

57% Key Ideas and Details (RI3.2)

60% Craft and Structure (RL3.4)

57 % Key ideas and Details (RL3.3)

60% Key ideas and Details (RI 3.3)

53% Develop understanding of fractions as numbers (3.NF.A.3b)

61% Develop understanding of Fractions as numbers (3.nf.A.2A)

56 % Develop understanding of Fractions as numbers (3.NFA. 2B)

52% Represent and solve problems involving mult and div. (3OA.A3)

4<sup>th</sup> Grade 53% Vocabulary Acquisition and use (L.4.4a)

54% Key ideas and Details (RI.4.3)

57% Craft and Structure (RI4.4)

73% Integration of Knowledge (RL.4.9)

60% Draw and Identify Lines and angles and classify shapes by properties(4G.A.2)

70% Draw and Identify Lines and angles and classify shapes by properties(4G.A.3)

53% Build fractions from unit Fractions (4NF.B.4b)

68% Geometric Measurement (4.MD.C7)

60% use place value understanding an properties of operations (4NBT.B.5)

52% use place value understanding an properties of operations (4NBT.B.5)

68% Build fractions from unit fractions (4.NF.B.3c)

57% Build fractions from unit fractions (4.NF.B.3c)

5<sup>th</sup> Grade 52% Craft and Structure (RI 5.5)

51% Integration of Knowledge and Ideas (RI5.7)

54% Key ideas and Details (RI 5.3)

55% Craft and Structure (RL 5.5)

51% Use equivalent Fractions as a strategy (5.NF A.2)

68% Perform operations with multi digit whole numbers and decimals (5.NBTF B.7)

56% Represent and interpret data (5.MD. B.2)

57% Use equivalent fractions as a strategy to add and subtract (5NFa.2)

75% Apply and extend previous understandings of multiplication and division (5.NF.B.6)

## 21K153 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	558	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	75.0%	% Attendance Rate		93.6%
% Free Lunch	68.1%	% Reduced Lunch		1.8%
% Limited English Proficient	22.2%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.5%	% Black or African American		3.5%
% Hispanic or Latino	31.9%	% Asian or Native Hawaiian/Pacific Islander		31.1%
% White	32.1%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.19	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.12
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	38.9%	Mathematics Performance at levels 3 & 4		49.8%
Science Performance at levels 3 & 4 (4th Grade)	83.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

#### **Strengths**

- Teacher’s College Reading and Writing Project Curriculum is Common Core aligned
- Literacy Teams monitor and revise curriculum maps that include teaching points providing opportunities to practice Common Core Learning Standards, Universal Design for Learning Recommendations, and suggested Common Core Learning Standards aligned assessment for reading and writing. (Utilization of Atlas Rubicon, online Curriculum Planning)
- Lesson Planning with Common Core Standards
- Co-teaching models for Special Education Teacher Support Services and English Language Learners during Literacy Blocks
- Small Group instruction-based on Teachers College Reading and Writing Proficiency Data  
(Reading Level, Writing Levels, Word Study)
- Literacy Teams, Staff Developers, and Professional Learning Communities create mentor text/models of mastery, rubrics, checklists and other teaching tools to provide supports for all learners.
- Utilization of Foundations and Words their Way to reinforce language support
- Culminating Motivational Activities such as Writing Celebrations, Parent Open Houses, Reading Projects, Collaborative Social Studies Research Projects.

#### **Needs**

- More professional development unpacking standards, understanding mastery, and implications for planning and instruction
- Ongoing formative assessment, Pre K- fifth grade to capture progress towards standards
- Data analysis opportunities and professional development on data driven planning
- Professional Development on Universal Design for Learning to support learners with speech and language needs
- Planning and articulation time for Individual Educational Plan and English Language Learner providers and classroom teachers

- Integrate more opportunities for self-directed and research-based learning within reading, writing and the content areas
- Consistent instructional practices to meet the needs of all learners

Date Sources:

Teachers College Reading and Writing Project (June 2015)

- Grade K: 19% Level 1, 31% Level 2
- Grade 1: 22% Level 1, 16% Level 2
- Grade 2: 35% level 1, 14% Level 2
- Grade 3: 33% Level 1, 0.07% Level 2
- Grade 4: 23% Level 1, 0.09% Level 2
- Grade 5: 26% Level 1, 13% Level 2
- As indicated in 2014-2015 ELA/Math Report, student's scored below grade level:
  - 3rd Grade 64% Key Ideas and Details (RI.3.3 and RI 3.3)
  - 55 % Integration of Knowledge and Ideas (RI 3.8)
  - 57% Key Ideas and Details (RI3.2)
  - 60% Craft and Structure (RL3.4)
  - 57 % Key ideas and Details (RL3.3)
  - 60% Key ideas and Details (RI 3.3)
  - 
  - 53% Develop understanding of fractions as numbers (3.NF.A.3b)
  - 61% Develop understanding of Fractions as numbers (3.nf.A.2A)
  - 56 % Develop understanding of Fractions as numbers (3.NFA. 2B)
  - 52% Represent and solve problems involving mult and div. (3OA.A3)
  - 
  - 4th Grade 53% Vocabulary Acquisition and use (L.4.4a)
  - 54% Key ideas and Details (RI.4.3)

- 57% Craft and Structure (RI.4.4)73% Integration of Knowledge (RL.4.9)
- 60% Draw and Identify Lines and angles and classify shapes by properties(4G.A.2)
- 70% Draw and Identify Lines and angles and classify shapes by properties(4G.A.3)
- 53% Build fractions from unit Fractions (4NF.B.4b)
- 68% Geometric Measurement (4.MD.C7)
- 60% use place value understanding an properties of operations (4NBT.B.5)
- 52% use place value understanding an properties of operations (4NBT.B.5)
- 68% Build fractions from unit fractions (4.NF.B.3c)
- 57% Build fractions from unit fractions (4.NF.B.3c)
- 
- 5th Grade 52% Craft and Structure (RI 5.5)
- 51% Integration of Knowledge and Ideas (RI5.7)
- 54% Key ideas and Details (RI 5.3)
- 55% Craft and Structure (RL 5.5)
- 
- 51% Use equivalent Fractions as a strategy (5.NF A.2)
- 68% Perform operations with multi digit whole numbers and decimals (5.NBTF B.7)
- 56% Represent and interpret data (5.MD. B.2)
- 57% Use equivalent fractions as a strategy to add and subtract (5NFa.2)
- 75% Apply and extend previous understandings of multiplication and division (5.NF.B.6)
- 
- Principal Performance Observation/Quality Review- Area of Focus 1.2 Pedagogy
- School Report Cards
- Advance Dashboard/ Instructional Walks (math & literacy)-

53% of Staff received Effective Rating in 3C Engagement

54% of Staff received Effective Rating in 3D Assessment

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% of targeted students (grades 4 and 5 who scored a 2.49-2.99) or 14 students out of 18 students will score a level 3 as measured by state ELA test in order to raise student achievement

By June 2016, 75% of targeted students (grades 4 and 5 who scored a 2.49-2.99) or 8 students out of 10 students will score a level 3 as measured by state Math test in order to raise student achievement.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional learning communities</p> <ul style="list-style-type: none"> <li>• Teacher’s College in-house consultants (20 days)</li> <li>• Teacher’s College outside workshops (24 days)</li> <li>• Grade Level teams daily/weekly</li> </ul>	<p>Classroom teachers, students</p>	<p>Sept.-June ongoing cycles.</p>	<p>Classroom Teachers, Administrators, , Consultants, Teacher Leaders, Facilitators</p>
<p>Development of Formative Assessments •</p> <ul style="list-style-type: none"> <li>• Grade level team develops monthly assessments and incorporates these assessments into curriculum map (monthly) ELA and Math student progress as measured by pre and post - tests, TC Assessment Pro/Reading Progressions, Quarterly report cards, and chapter reviews, and writing assessments .</li> </ul>	<p>Grade Level Teams</p>	<p>Sept. –June ongoing</p>	<p>Classroom Teachers, Administrators, , Consultants, Teacher Leaders, Facilitators</p>

<p>Inquiry Approach Study Groups create assessments in vertical groups (bi-weekly)</p> <ul style="list-style-type: none"> <li>● Create Data Driven Practice</li> <li>● Inquiry Approach Study Groups examine and plan based on formative and summative data in vertical groups</li> <li>● Administrators provide periodic actionable feedback based on sub-group data (based on need)</li> <li>● Administrators conduct 1-1 data analysis meetings with teachers (triennially )</li> <li>● Planning and articulation time for Individual Educational Plan and English Language Learners providers and classroom teachers</li> <li>● Inquiry approach vertical study groups on math and literacy standards which include Individual Educational Plan, English Language Learners and general education teachers (bi-monthly)</li> </ul> <p>Integrate more opportunities for self-directed and research-based learning within reading, writing and, the content areas</p> <ul style="list-style-type: none"> <li>● Grade level teams designing rigorous research-based content curriculum development (At end of each unit of study )</li> <li>● Science-based investigations (ongoing)</li> </ul> <p>Reflex Math Fact Fluency Grant: The system is based on a fact family approach that builds and reinforces important mathematical concepts such as the commutative property and the relationship between the operations.</p>			
<p>AIS: Saturday Academy: Small class intervention of targeted students in grades 3-5, for preparation for ELA and Math State exams.</p>	<p>Targeted students</p>	<p>January through March</p>	<p>Teachers, Administration</p>
<p>AIS: Title 3 Afterschool Program: Small class intervention of targeted students in grades K-5, for preparation for ELA and NYSESLAT State exams.</p>	<p>Targeted students</p>	<p>November to March</p>	<p>ESL Teachers, Teachers, Administration</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Pier diem - Literacy Teachers College Reading and Writing Project Workshop Dates

- Supplies

- - Subscriptions for Web Based Resources : Treasure Chest, Study Island, Reading A-Z, Brain Pop

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

1) By January 2016, teachers will reassess students and the Grade Leader Team will review the assessments to determine student progress as measured by pre and post -tests, TC Assessment Pro, Quarterly report cards, and chapter review .

2) Administrators will develop a professional development plan with teachers to support student learning. Administrators will monitor teacher growth data through Advance Dashboard.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

Strengths:

According to the Quality Review for 2014-2015 Indicator 3.4 School Culture we were Proficient

Other strengths:

- Structures are in place to document student progress and growth
- Grade Level Teams have common planning time and common preps.
- Administrators provide actionable feedback to teachers to ensure students feel safe, supported, and challenged.
- According to the Learning Environment Survey for 2014-2015:
  - School survey data shows that 82 % of parents who responded feel their child is safe in school
  - School survey data shows that 83 % of parents who responded feel the school has high expectations for their child
  - School survey data shows that 75% of parents who responded feel teachers and staff members treat students with respect and that there are adults whom their child can go to for help with a problem.
  - School survey data shows that 78% of parents who responded feel the school the school keep them informed about services that can support their child

Needs to be addressed are:

- Development of strategies that can be used for behavior management in order to reduce the number of OORS incidents and student infractions ( 2014-1015 234 Incidents, up from 2013-2014 210)
- Tailor instruction to meet the needs of diverse learners so that students are given access to the Common Core Learning Standards
- Actionable feedback to teachers that supports the needs of diverse learners
- Establish systems to monitor the implementation of the on-going professional development support and
- feedback given to teachers

- Universal Conformity for PBIS school wide

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be 75% reduction of OORS level 3 behaviors as reported through the OORS system (75% of 46 or 35 less incidents)

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional Development in classroom/behavior management</p>	<p>Teachers and Paraprofessionals</p>	<p>Sept-June  6 week cycles  Ongoing as needed</p>	<p>Facilitators such as teachers, and additional support staff  administrator</p>
<p>Inter-visitations: Teachers will view best practices in de-escalation skills</p> <p>Mentoring: Mentors will advise mentees on best practices in classroom management</p>	<p>#INGEST ERROR!</p>	<p>#INGEST ERROR!</p>	<p>#INGEST ERROR!</p>
<p>PBIS: PS 153 will continue our school-wide PBIS initiative by implementing our 5 Bee Behavior Standards in conjunction with a token economy</p>	<p>#INGEST ERROR!</p>	<p>#INGEST ERROR!</p>	<p>#INGEST ERROR!</p>

<p>and monthly celebration for classes through PBIS Activities.</p> <p>RTI Committee Meetings will meet in conjunction with the Pupil Personnel Committee meeting monthly.</p> <p>Peer Mediating Program: The school guidance counselor will create a peer-mediation program for students to assist with conflict resolution. Students will be called on occasion to assist the younger grades with conflicts amongst peers as they arise.</p>			
<p>Teachers will plan parent involvement activities and conferences every Tuesday during the "Parent Engagement" time for those targeted students' parents.</p>	<p>Parents, students</p> <p>Administrators and teachers</p> <p>New teachers and teachers who received/ receiving an ineffective or developing Measurement for Teacher Practice Rating</p>	<p>Sept.-June</p> <p>ongoing</p> <p>Sept.-June ongoing (as needed)</p>	<p>Administrators and Teachers</p> <p>Administrators</p>
<p>Rich discussions of feedback to improve teaching practices</p> <p>Danielson /Workshop Discussion</p>			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PBIS materials.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January 2016, there will be 20% or 9.2 less incidents, administration will monitor OORS level 3 infractions and review sources of incidents.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

Based on the last Quality Review conducted in May 2015 as it relates to Professional Development:

We received a Well Developed for QR Indicator 4.2 Teacher Teams.

- Principal has established a clear goal for school improvement (3.1 Goal Setting) that he is sharing with the school community. The school has provided a wide variety of professional development.

In addition to Circular 6 Common Planning Time, grades K-5 have at least 3-5 common preps.

Areas of Need:

- Consistency across grade of teaching points
- Curriculum Maps that include modifications for various learners in ELA and Mathematics
- Targeted Groups based on data in ELA and Mathematics
- Principal meets with Grade Level Teams to brainstorm and monitor professional learning activities
- Based on the Danielson Framework, only 95% of the teachers were rated as effective on component 4e (Growing Professionally).

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 75% (128 out of 170) of targeted students will increase one rubric level as evidenced by Teachers College Non-fiction writing rubrics in grades 4 and 5.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional Development: Teachers will be given PD on analyzing data in order to drive instruction for non-fiction units in reading and writing based on the book: “Using Data to Improve Learning for All” A Collaborative Inquiry Approach by Nancy Love.</p> <p>Principal attends and turnkeys Teacher-Led Teachers College 2- day workshop on “Supporting Students: Reading of Complex Non-fiction.”</p> <p>Inquiry Meetings •</p> <p>Professional Development - Weekly on Mondays as well as All Day Election Day/Brooklyn-Queens Day</p> <p>Common Preps -Daily •</p> <p>Tuesday Parent Meetings- when not meeting parents or weekly as needed- Meet for collaboration and planning (Strategies to increase parent involvement and engagement)</p> <p>Kindergarten Teachers Collaborate to create homework weekly • Newsletter Collaboration monthly •</p> <p>Sharing Data and Documents on-line or Turnkey of Professional Development. As often as necessary •</p> <p>Translation (verbally and of documents) - As need arises. Capacity Framework Element of Trust. Parent Involvement and Engagement:</p> <p>Planning Trips together by grades . as needed •</p> <p>Collaboration between Arts Teachers for planning, performances, and exhibits . As needed 3 to 5 X yearly •</p>	<p>Inquiry Team Facilitators PreK-5 Teachers</p> <p>K-5 Teachers Selected Teachers</p>	<p>Sept-June 2x a month</p> <p>Sept-June monthly</p> <p>Sept- June weekly</p>	<p>Core Facilitators (Two-Teachers)</p> <p>Professional Learning Committee and Administrators</p> <p>Administrators</p>

<p>Sharing of resources and materials between teachers</p> <ul style="list-style-type: none"> <li>● Teachers College Workshops – (lower grades and upper grades) – Twice yearly</li> <li>● Inter-visitations-In house and other schools.</li> <li>● Collaboration and preparation of Parent Workshops by teachers for Writing for various grades for parental involvement and engagement – (6X )</li> <li>● Teacher Leadership Program: Members of the TLP will create inquiry work based on non-fiction writing as measured by TC. This is a vertical inquiry team that will build leadership capacity and create school-wide initiatives.</li> </ul> <p>Mentoring</p> <p>Each New teacher is assigned to a mentor and accountability is conducted weekly through Mentor</p> <p>Tracking System</p> <p>Untenured Teacher’s Meetings-Principal tracks mentoring progress, assists with monitoring progress and assists with mentoring creation of tenure packets.</p> <p>Teachers will also have monthly 1:1 informal progress conversation with principal.</p>	#INGEST ERROR!	#INGEST ERROR!	#INGEST ERROR!
<p>School Implementation Team (SIT)</p> <ul style="list-style-type: none"> <li>● Behavior -Positive Intervention Support – (PBIS) Teachers collaborate to improve student behavior and to foster student collaboration and morale</li> <li>● Response to Intervention (RTI) – Reading – Looking at struggling students and providing intervention (Tier III) before having students referred for evaluation.</li> </ul>	#INGEST ERROR!	#INGEST ERROR!	#INGEST ERROR!
<p>During Parent Engagement Tuesdays teachers will provide Common Core Learning Standards workshops and informational meetings to support parents in understanding the standards.</p>	#INGEST ERROR!	#INGEST ERROR!	#INGEST ERROR!

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Instructional Supplies: “Using Data to Improve Learning for All” A collaborative Inquiry Approach by Nancy Love</p> <p>Technology</p>

Libraries											
Office Supplies											
Peer Mediators											
Per Session for TLP Committee											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By the end of January 2015 the formative student data (on demand writing pre and post in non-fiction writing) will be reviewed to analyze progress towards goal.</p> <p>Data will be collected from classroom teachers and analyzed by the instructional cabinet (grade leaders) and inquiry teams.</p> <p>An area of accomplishment and an area of focus will be identified.</p> <p>Professional development activities will be aligned with the areas in need of focus.</p> <p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>
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## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

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

The finding on the Quality Review May 2015:

Strengths:

Effective leadership was our area of celebration. We will continue to:

- Administration will conduct and enter their informal and formal assessments on Advance
- The Administration will conduct informal walkthroughs to monitor progress in teacher performance between formal observations
- Principal will provide feedback to teachers and administrators
- Principal will compile data and presents it to the Grade Leader Team.
- Monthly Professional Learning at Teachers College
- Professional Learning Communities every last Monday of the month
- Mentors that support professional learning for new teachers
- In house differentiation of Professional Learning
- Trainers strengthen Professional Learning
- Encouraging teachers to turn key once they have attending professional meetings
- In September 2015, Professional Development Team (Administration, United Federation of Teachers Chapter Chair and Teacher Team) will meet to plan professional learning calendar.
- Teacher Evaluation Professional Development to foster teacher development in all competencies, in preparation of Measurement of Student Learning
- In August 2016, the Administrative Team will establish informal and formal observation protocols chart based on the Advance Teacher Evaluation System, as evidenced by 2015-2016 Advance updates

- September 2015- June 2016 the Administrative Team will provide the faculty professional development on the Danielson Framework and observation cycles
- In September 2015, February 2016 and June 2016 teachers will participate in the Advance Initial Planning Conference, Mid-year Conference, and End of Year Conference
- In September 2015, Administrative Cabinet will create a menu of Teacher Professional Learning Options as evidenced through surveys
- Administrative Team designed the 2015-16 Advance Annual Observational Calendar for the pedagogical staff
- Administrative Team will develop an Annual School-wide Professional Development Plan to differentiate Professional Learning to support teachers individual professional goals
- Teachers will be provided with verbal feedback within three to five days and written feedback within forty-five days of the observation
- Each Advance observation will include actionable and meaningful feedback, which will be uploaded onto the DOE Advance on-line system

Challenges:

According to the 2015, Learning Environment Survey:

84% of the responses were positive in the category of Effective Leadership

75% of the responses were positive in the category of knowing what is going on in classrooms

79% of the responses were positive in the category of sets high standards

50% of the responses were positive in the category of participates in instructional planning with teams of teachers.

Needs: • Advance Dashboard/ Instructional Walks (math & literacy)-

53% of Staff received Effective Rating in 3C Engagement

54% of Staff received Effective Rating in 3D Assessment

According to the 2015, Learning Environment Survey, administration must be more engaged in instructional planning and learning.

Our focus for this year is common core standard for craft and structure based on data from the ELA:

Grade 3 2014-2015 ELA: 60% Craft and Structure (RL3.4)

Grade 4 2014-2015 ELA: 57% Craft and Structure (RI4.4)

Grade 5 2014-2015 ELA: 55% Craft and Structure (RL 5.5)

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 50% (253 out of 506) of students K-5 will increase at least 1 level as evidenced through pre assessment to post assessment as measured by the rubrics or TC College Reading Progressions for the common core standard: craft and structure of a non-fiction text.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>All teachers will have met with their immediate supervisor and have a plan through the IPC on how supervisors can support their professional learning</p>	<p>Pre-K-5</p>	<p>Sept- June on-going</p>	<p>Administrators</p>
<p>Immediate supervisors will be tracking teachers professional learning via Professional Development Log</p>	<p>#INGEST ERROR!</p>	<p>#INGEST ERROR!</p>	<p>#INGEST ERROR!</p>
<p>Teachers will be selected to attend professional learning that directly correlates with their professional plan</p>	<p>#INGEST ERROR!</p>	<p>#INGEST ERROR!</p>	<p>#INGEST ERROR!</p>
<p>Professional Learning Communities will have been established. Teachers may choose to facilitate or be part of a study group.</p> <p>One on One articulation between principal and grade leader on a monthly basis</p> <p>Quality Review simulation walkthroughs Tri-annually</p> <p>Administration present at Teacher College Staff Development days, planning and demo periods.</p> <p>Principal will use strategies learned for writing based on the book: “Using Data to Improve Learning for All” A Collaborative Inquiry Approach by Nancy Love.</p>	<p>#INGEST ERROR!</p>	<p>#INGEST ERROR!</p>	<p>#INGEST ERROR!</p>

<p>Principal attends and turnkeys Teacher-Led Teachers College 2- day workshop on “Supporting Students: Reading of Complex Non-fiction.”</p> <p>Administration will utilize Advance to monitor the progression of teachers throughout the school year and articulate the findings of their post-observations and feedback.</p> <p>Principal will attend monthly superintendent meetings and turnkeys workshops to staff.</p> <p>Principal will mentor teacher who is currently enrolled in CITE’s School Administration and Supervisor State License program to build capacity.</p> <p>Teachers will also have monthly 1:1 informal progress conversation with principal.</p>			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Learning Materials											
Per Diem to plan inter- visitations and intra- visitation											
Per Diem for workshops											
TC Calendar Days/TC School Visits focus on formative Assessments											
Mentor Text-Book: “Using Data to Improve Learning for All” A Collaborative Inquiry Approach by Nancy Love.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016 ,the administration will monitor the mid year % increase 1 level from pre to post test as measured by the rubrics or TC College Reading Progressions for craft and structure of a non-fiction test.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

Based on the New York City School Survey 2014-2015 Report:

#### Strengths

#### Strong Family Community ties to Engage Parents

- Parent Coordinator
- Four Family Workers
- Parent Orientations
- Parent Survey
- Translation Services
- Center for Integrated Teacher Education
- Parent Teacher Conference
- Spreadsheet to track teacher and parent interactions
- Morning and Evening Parent Staff Association Meetings
- Monthly Newsletters
- Tuesday Parent Engagement
- Autism Training
- Lending Library with Parent Coordinator
- School Leadership Board monthly meetings
- Nutrition Training
- Early Childhood Social Worker
-

Needs:

May 2015 Environmental Survey:

Parents responded with 90% positive responses

91% of parents responded A decrease of 9% from prior year

74% of parents responded having in person meetings with staff less than once a month

84% of parents responded having volunteered time to support the school less than once a month. 58% responded never.

60% of parents responded having communicated with the teacher about their child's performance less than once a month with 24% responding only once.

In 2014-15, 99% of parents were satisfied with their response when they contacted the school. In 2014-2015, 95% of parents have been satisfied with the response they get when they contact the school. There was a decrease in parent satisfaction.

On the 2014-2015 Math Exam

Topic: Number and Operations: Fractions; Standards

3.NF.A.3A: Grade 3 scored 47% correctly on this question

4.NF.B.4b: Grade 4 scored 47% correctly on this question

5.NF.A.2: Grade 5 scored 49% correctly on this question

## **Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 50% increase in grade 4 for targeted students (22 out of 44) in the strand : Number and Operations: Fractions due to increased family engagement as measured by Go Math Assessments.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Parent workshops on fractions given by teachers during parent engagement time throughout the school year.</li> <li>• Teachers will attend workshops on the topic of fractions where applicable.</li> <li>• Provide materials and training to help parents work with their children to improve their children’s academic achievement. To teach parents how they can use technology to support their children’s content learning</li> <li>• We will provide training to help parents select books for their children in our school library and also include a trip to the local public library, as well as using our lending library</li> <li>• We will provide workshops to educate parents on how to understand IEP recommendations and goals</li> <li>• We will provide a lending library for all grades and books in different languages</li> <li>• Teachers will provide workshops that address literacy and math with materials provided to support students at home</li> <li>• Continue working side by side with teachers</li> <li>• Providing workshops that explain the Core Curriculum and what is expected of our children, what assessments are being used and their purpose</li> </ul>	<p>Parents/students</p>	<p>9/15-6/16</p>	<p>Parent Coordinator Administrative Staff Teaching Staff, SAT team, Social Workers</p>
<p>Provide parents with the information and training needed to effectively become involved in planning and</p>	<p>Parents/ Teachers</p>	<p>9/15-6/16</p>	<p>Parent Coordinator Administrative Staff</p>

<p>decision making in support of the education of their children:</p> <ul style="list-style-type: none"> <li>• Parents will have the opportunity to schedule an appointment and meet with their children’s teacher on a one to one every Tuesdays</li> <li>• We will provide Curriculum night and Open School week</li> <li>• We will provide four parent-teacher conferences.</li> <li>• We will provide additional meetings for our parents of English Language Learners and students with disabilities</li> <li>• We will also have our parent coordinator, family workers, School Based Support Team, guidance counselors, and Response to Intervention available as needed to address individual concerns.</li> <li>• Continue working side by side with teachers</li> <li>• Offering workshops which explain the Common Core Curriculum, student expectations, and assessment.</li> </ul>			
<p>Provide parents with information about school and parent-related programs, meetings and other activities in their native language by: • A monthly calendar</p> <ul style="list-style-type: none"> <li>• Flyer presenting the event • Information regarding events or workshops taking place are sent via School Messenger</li> <li>• Providing workshops that explain the Common Core Curriculum, student expectations, and the purpose of assessment Public School 1 staff members will reach out to communicate and work with parents as equal partners by:</li> <li>• Providing workshops in literacy and math to build home school links • Informing parents of the events or workshops that will take place at PS 153 on a monthly calendar and School Messenger in their native language</li> <li>• Offering parent-teacher conferences conducted four times a year • Providing monthly newsletters, monthly student progress reports and calendars to inform parents of school activities.</li> <li>• Distributing an administration questionnaire given out monthly at Parent Teacher Association Meetings allowing parents to ask questions and share interests</li> </ul>	Parents/ Teachers	9/15-6/16	Parent Coordinator Administrative Staff

● All events are offered to Students Pre-K through Fifth Grade			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Go Math Assessments											
Community Presenters											
Translation Services											
Supplies											
Trips											
Plays/performances/celebrations											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>By January 2016, there will be an 1% increase on the topic: Number and Operations: Fractions for each grade 3, 4, and 5 due to increased family engagement as measured by Go Math beginning to mid-year assessments .</u>
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Student work, TC assessment pro	<p>Fundations: Phonics and phonemic awareness support for early childhood students K-2</p> <p>Wilson: Phonics and phonemic awareness support for grades 3-5 12:1:1</p> <p>and ICT</p> <p>AIS: for Grades 4-5, data driven and targeted strategy instruction for struggling students</p> <p>Reading Recovery: Reading intervention for first grade students identified by reading level and other data sources</p>	<p>Whole class</p> <p>Small group</p> <p>Small group</p> <p>One-to-one</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During the school day</p>
<b>Mathematics</b>		<p>AIS: Grades 4-5. Data driven and targeted strategy instruction for struggling students</p> <p>In class small group strategy instruction and Guided Math groups: classroom teachers using Mathematics data to support both</p>	<p>Small group</p> <p>Small group</p>	<p>During the school day</p> <p>During the school day</p>

		struggling and high attaining students.		
<b>Science</b>		Upper Grade AIS: data driven and targeted strategy instruction for struggling students	Small group	During the school day
<b>Social Studies</b>		In class small group strategy instruction: Social Studies content incorporated into the ELA curriculum to support students within this content area	Small group	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		At risk Guidance: social/emotional	Small group	During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In an effort to attract and develop high quality teachers to a school such as ours, we refer to organizations whose members are already stakeholders in our school community. We specifically form partnerships with local colleges and universities throughout New York City. We are strategic in our recruitment process for hiring highly skilled teachers by creating a plan that involves a collaborative team consisting of administrators, interview possible candidates and observe these candidates conducting lessons in a live classroom setting prior to determining whether or not this person is hired at PS 153K. Additionally, as a way of attracting highly qualified teachers, we have developed outreach strategies that involve finding interested candidates using the New York City Department of Education Open Market Hiring System, consulting with the Human Resource specialist, reviewing personal recommendations of candidates made by current PS 153K staff members and other classroom teachers, as well as inviting these potential candidates to visit our school to get a sense of what our school is like and to conduct demonstration lessons on site in a variety of content areas, while being observed by an Administrator. Over the years, as part of our plan for attracting and sustaining highly qualified teachers we have also formed collaborative partnerships with traditional teacher education institutions such as Teacher's College and Touro College as well as forming partnerships with alternative licensure programs like NYC Teaching Fellows. Many of these partnerships have also served as a resource for us in providing professional development for our teachers on a variety of instructional topics. As a school, we are constantly evaluating and revising the hiring process by using the Department of Education's Open Market Hiring System, revisiting the roles and responsibilities of teachers and constantly communicating the needs of our school with all prospective employees, so that they are aware of the expectations at PS 153K and are provided with an opportunity to continue to be lifelong learners. As a school we encourage our paraprofessionals and student teachers to continue their education, especially in high need areas such as students that are English Language Learners and Students with Disabilities. We try to keep an open door policy and welcome all those that are interested and are vested in making sure that our students are ready to meet the standards and go on to be college and career ready. To ensure that current staff members become highly qualified, each year we conduct a survey using the Basic Education Data System (BEDS). The BEDS survey is used to determine whether a teacher is considered Highly Qualified within their current assignment. If a teacher is not Highly Qualified based on lack of college credits, efforts are made by the principal to meet with each teacher and develop a plan to help the teacher. New Teachers who are not considered highly qualified are provided a mentor with a minimum of 2 meetings per week. Those teachers considered not Highly Qualified due to the lack of professional development will develop a professional development plan with their immediate supervisor to support the teachers' professional needs.</p>

#### 2b. High Quality and Ongoing Professional Development

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

In an effort to provide high quality professional development for staff members in order to support students to meet the Common Core Learning Standards, we analyze student data to determine areas of need and create and/or seek the appropriate support based on these trends. We also actively look for and/or create opportunities that enable our teachers to develop a deeper understanding of the Common Core Learning Standards while learning how to provide multiple entry points for students with disabilities and English language learners. Additionally, we meet with teachers to discuss their learning style trends so that we can match teachers to the appropriate professional development offerings. Teacher College Staff Development at PS 153 included two Teacher's College staff developers who will facilitate on-going study groups within our building. Teachers/ staff members who are involved in professional development workshops are encouraged to turn-key the information they get from their outside professional development and share it with their colleagues. Teachers who are involved in professional development series are invited to facilitate professional learning communities whereby the work is shared, studied and applied across a series of classrooms. Additionally, to ensure all staff members are equipped to access and utilize the resources they need to learn and teach we provide technology training for teachers on the newest data systems, programs, and tools, such as SESIS, Smart Boards, STARS and PS153 connects. In order to ensure all of the on-going professional development workshops and professional learning opportunities are improving student outcomes and are applicable to instructional practices, we provide teachers with opportunities to provide feedback. The data collected enables us to continue to tailor future professional development opportunities to meet the needs of our students through our staff's learning.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

#### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The transition plans implemented to assist preschool children from early childhood programs to the elementary school program include preparing students for the transition into kindergarten. One of the ways students are supported is by immersing them in a month long unit of study in June in preparation for kindergarten. The unit includes lessons that support children's transitions, by helping them process their feelings about leaving pre-K and moving on to kindergarten. Students learn the differences and similarities between Pre-K and kindergarten. Through poetry, songs, and read alouds, students are exposed to kindergarten life. Teachers also bring students to visit the

other areas of the school such as auditorium, cafeteria and upper floors of the building. . Students visit the lunchroom, gym, library, and nurse’s office and kindergarten classrooms. They visit classrooms, observe, and take part in a lesson. The curriculum takes into consideration the amount of time required for a 4-5 year old child to make a successful transition into kindergarten. The dramatic play center is converted into a kindergarten classroom, giving students the opportunity to act out their feelings towards the upcoming changes they will face. Students visit their new school with their parents when they attend kindergarten registration and orientation. All students and parents are engaged in preparation for the upcoming year for Pre-K students. Staff members work collaboratively to ensure a smooth transition. Parents attend an orientation meeting where they meet kindergarten teachers as well as the administrative staff. Parents are invited for classroom tours during the later portion of the school year. As part of a tour, students visit classrooms with their parents so they both can get a glimpse into the elementary school environment. The school social worker, family worker, teachers, paraprofessionals and assistant principal work as a collaborative team to assist in the transition for the students and their families. There are workshops facilitated by the family worker and social worker with topics relevant to transitioning from Pre-K to kindergarten, with a focus on the social-emotional aspect of the transition to kindergarten. The assistant principal is able to follow student progress and social emotional growth of preschoolers by also frequently visiting kindergarten classrooms the following year. Teachers meet with parents during Parent Engagement Tuesdays in order to collaborate and formulate action plans for children who may face struggles. Kindergarten parents are empowered to support their children as they mature and face the challenges that lay ahead in elementary school. Administration also creates opportunities for staff communication.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

PS153K has a Measurement of Student Learning Committee made up of teachers who review and discuss, in collaboration with the principal, the assessment measures available for the school community to select. Teachers who expressed interest in joining the team were selected with consideration given to make sure all teacher groups were represented. This established team attended network meetings for training, met with each other and the principal to discuss the options available and what these choices would mean for all constituents. The collaborative decision regarding assessment selection was made by the committee for the school based on the best interest of students, time commitment and administrative guidelines.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)

Title I Part A (Basic)	Federal	391,256	x	x
Title II, Part A	Federal	43,220	x	x
Title III, Part A	Federal	15,260	x	x
Title III, Immigrant	Federal	n/a		
Tax Levy (FSF)	Local	2,798,247	x	x

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

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

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

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

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#### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 153** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS153]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) Fifth Grade planning committee and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

**PS 153** 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 on assessments.

## **I. School Responsibilities:**

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS 153</u>	DBN: <u>21k153</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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>4</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ Rationale:

Research has shown that the average talk time among English language learners (ELL) is 1.6 minutes. Our program is meant to help support their language acquisition by providing purposeful and meaningful interactions among each other as well as with instructor to increase the statistic above and foster their new language. The main focus of our program will be Guided Reading and Group Discussions using a Non-Fiction Magazine F&P set ranging from A-Z. Teachers often only give students, on average, a response time of only one second so this program will immediately increase this response period to help ELLs activate schema and organize their thoughts. The deeper in the program, the less the response period will be, thus speeding up the process as they become more comfortable in their new language. This strategy and activity could also be observed in the students' classroom during the school day so they will become more expose to the process when they attend class.

Within these groups, the ELL students will also share their culture and backgrounds and share their experiences in a presentation during the program. This "Culture Day" will take place at the end of the program and the parents are welcome to come and celebrate with the students. It is important to respect every students culture, and "seek ways to value cultural and linguistic differences and fully integrate them into the curriculum (Montecel and Cortez 2002, 15)".

These groups will be organized according to students current F&P reading level and could change throughout the length of the program. The once weekly program will include an intensive concentration of the four necessities of any language: listening, speaking, reading and writing. The program will focus on these necessities and teach them in this sequence order during one lesson, being that a child typically learns to listen first in a language, follow by speak, read and eventually write. Writing will be the longest component (approximately lasting 20 minutes at the conclusion of every lesson) since this is often the most difficult part of a language acquisition. Conferencing time will also take place during this part of the lesson.

Subgroups:

This year we have a large number of advance proficiency speakers and this subgroup is important because we hope by the end of this school year, they will be testing on a proficient level on their NYSESLAT exam. We also have a number of Newcomers, many in which share in the experience that our school is their first school in America. These subgroups will be important in data collection as well as differentiating every lesson. Subgroups can also include native Russian speakers (our largest language population) as well as a Spanish speaking subgroup (second largest language group) as well as students with an IEP. We have not received a final list of the students who will attend at this moment, but typically there are on avergae 12 students per grade. The total approximate number will be 50 2nd, 3rd, 4th and 5th grade ELL students.

Schedule & Duration:

The program will be taking place every Thursday, after-school in the classrooms of the participating teachers. There will be three classes and there will be six instructors, whom eithe have a license in ESL or content/Common Brance. There are two teachers assigned to each class, an ESL certified and an Common Branch certified. The teachers will co-teach during the duration of each lesson. The classes are organized as followed: (1) class of students reading at a A-C level, (1) class of students reading at a D-G and (1) class of studebts readubg at a H-Z. If the students increases their reading level during the duration of the program, they will then switch to the appropriate new class. The program will run from November 2015 to April 2016. The program will be repeated the following 2016-2017 school year.

Language of Instruction:

## Part B: Direct Instruction Supplemental Program Information

All instruction will be taught in English but every students' Native Language will be presented at some point, and supported in differing facets. Students could help Newcomer students are translators and help assess their peers in the Native Language. End of the program presentations will also include a component in which they teach the entire class how to say something in their Native Language.

### Number and Types of Certified Teachers:

There will be six instructors. Three of which have their ESL certification (2 of those also have Common Branch) and the other two have their Common Branch.

### Types of Materials:

All three of the classes will use a purchased supplemental Non-Fiction set of magazine pamphlets. Three iPads were also purchased for the ESL office for the three partnerhsip teachers to share during these classes. These iPads will help differentiate the lesson and provide a variety of outlets for the students to engage in the activity. Each pamphlet provides a website to use multiple means of media to help provide visuals, audio support and videos to help guide comprehension.

## 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: \_\_\_\_\_ Rationale:

It is important for every Title III instructor to receive appropriate and useful professional development throughout the school year, and the instructors of our ELL population are no different.

### Teachers to Receive Training:

The teachers working within the Title III program will be receiving specialized PDs, targeting their ELL population. PDs are also offered throughout the year from the DELLSS office as well as UFT and other platforms for many teachers to learn tactics to help students' SLA.

### Schedule and Duration:

Professional development days are scheduled into our weekly Monday PD day. These PDs will focus on ELL specific instruction and will be offered once a month to any instructor working with the ELL population. There will also be PDs that the teachers are sent to outside of school for ESL specific schemes.

### Topics to be covered:

Topics include cultural competence and explaining the explicit differences and the behaviors specific to differing cultures (Example: Asian culture vs Spanish culture). Two professional developments will include how the brain of an ELL student works differently than their monolingual peer and teachers will take home strategies that can be immediately implemented in their classrooms for their ELL students.

Topics include strategies to help reach every type of ELL (beginner, intermediate and advance proficiency level).

### Name of Provider:

PDs during our Monday extended day program alternate. Ms. Niesi has turn-keyed ESL specific PDs in the past and other presenters from our network will be brought in to assist in training our entire staff for working with the ELL population.

### Part D: Parental Engagement Activities

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

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

Begin description here:            rationale:

Parent engagement is an important part of any highly effective school program and we plan to incorporate the parents and guardians in varying ways. School issued Title III Newsletters will be sent home weekly which would be done at no cost to the Title III funds. These newsletters will include how the class has been doing in their current language component unit of study and will include graphic organizers the students are using in the class. These graphic organizers can be used as templates for doing homework and other work at home. They could also serve as a language acquisition tool for other members of a household learning to speak English.

Schedule and Duration:

The last fifteen minutes of every class is dedicated for “Share Out” and any visitor is welcome into the class to observe the students. These visitors must be related or be guardians of one student in the class. This will help supply the parents and guardians with data of how their child performs in class as well as with their peers. During these “Share Outs”, parents are encouraged to sit with their child and listen to the review of that day’s lesson. This could help the adults with their understanding of academic English and possibly help support their own language acquisition.

Topics to be covered:

We plan to include topics such as: My Favorite Thing, My Family, and My Culture. Students will share in class and the guardians are welcome to help and attend their in-class presentations.

Name of Provider:

Mrs. Suarez, our Parent Coordinator is extremely helpful in encouraging parents to attend any school related activities and she will be an interval part of this program. Ms. Niesi and Ms. Franchi also do a wonderful job in asking guardians to help in their student’s language acquisition process.

How Parents will be notified of these activities:

Letters generated with the school heading will be submitted alerting parents of upcoming activities. Students will also be encouraged to ask family members to attend and rewards (“Bee-Bucks, or school positive reinforcement slips) will be given to students if parents or guardians attend. School issued newsletters will also include upcoming events in the Title III program. Translators will be made available as requested by parents.

-  
\_\_\_\_\_

### Part E: Budget

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

Allocation Amount: \$15260

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>Per Session 17 sessions:</u> <u>7 Teachers=9215.84</u> <u>Per Session 17 sessions:</u> <u>1 Supervisor=930.28</u> <u>Per Session 17 sessions</u>	<u>Direct Instruction/Professional Development</u>

**Part E: Budget**

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

Allocation Amount: \$15260

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<u>1 Secretary=820.42</u> <u>Per Diem=4293.46</u>	
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>15,260</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>153</b>
School Name <b>PS 153 Homecrest School of Music</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Carl SantaMaria</b>	Assistant Principal <b>Steffani Fanizzi</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Kristina Niesi, Julia Lemberg</b>	School Counselor <b>Jessica Nunno</b>
Teacher/Subject Area <b>Leah Gordon</b>	Parent <b>Nicole Correa</b>
Teacher/Subject Area <b>Laura El Chami</b>	Parent Coordinator <b>Yolanda Suarez</b>
Related-Service Provider <b>Rina Lazerowitz</b>	Borough Field Support Center Staff Member <b>Jo Ann Benoit</b>
Superintendent <b>Isabela DiMola</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>3</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>505</b>	Total number of ELLs	<b>128</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	132	<b>Newcomers</b> (ELLs receiving service 0-3 years)	126	<b>ELL Students with Disabilities</b>	31
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>			31							0
<b>DL</b>										0
<b>ENL</b>	126		23	4		4				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New 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	11	7	9	8	6	1								0
Chinese	6	4	4	2		1								0
Russian	8	5	7	2	8	8								0
Bengali														0
Urdu	4	2	1	2	5	4								0
Arabic			3											0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	1	3	1	2	1								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	6	4	7	1	2	4								0
<b>Emerging</b> (Low Intermediate)	11	2	6	4	5	2								0
<b>Transitioning</b> (High Intermediate)	3	4	4	1	5	1								0
<b>Expanding</b> (Advanced)	7	7	9	9	9	7								0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		3	11	14	12	21								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	3	0	0	0
4	9	3	0	0	0
5	6	4	1	1	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	12		6		3		1		0
4	6		7		4		1		0
5	13		5		2		1		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		2		9		6		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
  - Once the ENL teachers determine that the student is eligible for testing based on the Home Language Identification process, the NYSITELL is given to this student and from their score, we determine how much support the student needs to receive. Also multiple times a year a Teacher's College (TC) Reading Assessment is given to all students to determine what literacy skills they currently possess by using Fountas and Pinnell. TC Running Records are performed to assess their reading and comprehension skills. Teachers are constantly assessing their students, formally and informally. Informal assessments are done during conferencing within the class and scores help determine further instruction. ENL teachers supplement their instruction using content material as well as materials from the Rigby "On Our Way to English K-5 curriculum. Each ENL instructor gives an end of units tests that they take from Rigby "On Our Way to English" assessment guide. Every one of these assessments allows the teachers to see how much progress the students have made and what areas they might still need more help with. We noticed we have varying levels of proficiency, regardless of residential status. To help support each individual ELL student, each ENL instructor keeps a Language Acquisition folder on each of the students which is made readily available for students to review and look through. We use this tool to display the growth the student has made in English and include Yearly Goals that are created for each of the students, including IEP goals if applicable. After assessing students with their first TC reading level assessment this year, data indicated we needed more emergent and Levels A-D for our Newcomer and Beginner speakers. Lower grade pedagogues helped supply upper grade staff with low level books and administration supplied a number of new texts specifically geared to help promote reading with the student population.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSELAT) and grades?
  - The NYSELAT reflects that more support in reading and writing skills is needed. However, it also reflects positive growth as they grow from grade to grade. In our school students become more proficient faster in listening and speaking than in reading and writing. The NYSITELL is a great initial tool to see where the student started and the NYSELAT is a comparable tool to display how much the students learn in the course of one year. We group each Emergin proficient student with an In-Class Buddy (of the same language or culture) to help foster good role modeling skills to use within the classroom. Teachers also differentiate homework and other projects for our lower proficiency students to help provide multiple means of presentation; including native language support, more interactive technology as well as multiple step assistance.

By the end of the first year, the students are able to have a conversation with their peers (BICS), but it is still difficult to express themselves academically. This goes across all grade levels. It is especially evident with kindergarteners. At the time of administering the NYSITELL, many students do not know the letters or sounds of the letters, but on average in three months, these ELLs are speaking. We constantly monitor student's prior knowledge by recording conferencing as well as using their HLS as an indicator on how much formal education they received in their native country. If the student didn't receive any formal education, we have to supplement almost all of their instruction with strategies catering towards SIFE instruction. All of the assessments that our school performs demonstrate that ELLs grasp social skills much faster than academic language. Through assessment it is evident that writing is where ELLs fall short. We use AIS intervention as well as tutoring and Saturday school to help improve academic success for our struggling students.

Although our students lack in Reading and Writing skills, 90% show growth in NYSESLAT scores and move from one or more levels higher than the previous years. 100% of our students show growth, either in current proficiency level (if no movement was seen) or move to the next level up. The ELL Periodic Exam as well as conferencing one on one greatly helps determine future score on the NYSESLAT.

For the year 2012-2013 the 2nd grade students did phenomenally well on the NYSESLAT with over 40% testing on a proficient level. Although upper grades did perform well, we did not see the same growth of proficient speakers as we did in the 2nd and 3rd grade. We are using this data to drive instruction and help supply our students with the tools and strategies they need in order to develop academic language to meet their grade standard which will help them perform better on the upcoming NYSESLAT exam.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

3. In 2013 as well as October 2015, Kristina Niesi one of our ENL instructors received extensive training regarding the use of the AMAO and we have started to implement the tool with help of administration. She is in the process of teaching the staff how to use and conduct data research to help drive instruction. Most recently, we pulled the most bottom level At Risk 3-5 ELLs and immediately found AIS support for them throughout the school day, including lunchtime tutoring and placement in our Title III After-school program.

The AMAO 1 tool helps us determine the percentage of ELLs making progress of their yearly NYSESLAT scores.

The AMAO 2 tool is used to determine the percentage of ELLs proficiency levels.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

4.

a. We use many of the same home language support in either our Push-In/Pull-Out classes as well as our ESL self-contained classes. We have labels on many objects in each classroom and have the translation underneath the English word in the languages the students in the class speak. We offer bilingual dictionaries for all of our ELLs and we explicitly teach them how to use them so when they are tested on their ELA, Math and other state tests they come prepared with the knowledge of how to use this particular tool. We also have a growing Native Language Library in the ENL office and we encourage students to borrow books in their native language as well as a book in English to foster their L1 as well as introduce them to texts in English. When offered the opportunity, the ELLs who have been in the country less than two years outperform the ELLs here longer than two years when they take a state test in the Native language. It could be determined that their shift in language dominance changes over the course of two years of English instruction. Although we offer all our ELLs the opportunity to have a copy of any state test in English and their home language, many prefer not to have two stating it would "confuse them."

b. Instruction is explicitly driven by data at PS 153 and the teachers are kept in constant contact with regards to ELLs grades on periodic assessments. Copies of individual student grades are distributed to classroom teachers and the ENL instructors use these grades to deliver appropriate modifications to help improve such levels.

c. Although the data is useful, we have found a correlation between students performing better on the periodic assessment and lower on their spring NYSESLAT. We will continue to use the data collected after the periodic is graded but we will also use conferencing notes, observational notes and other assessments in order to provide every ELL with specific focus for their individual needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

5. Our school's PPT/SIT/RTI committee meets on a monthly basis and follows the proper protocol with regards to intervention services for ELLs. We also meet monthly with the Language Proficiency Team members to discuss Newcomer or transfer students to monitor the adjustment to our school. Teachers were given scaffolded support with regards to implementing Tier I interventions such as goal setting, small group instruction, modified instruction and check-off to monitor the specific needs of a struggling student.

The team members are readily available to help classroom teachers fill out the appropriate guidelines to Tier 1 and Tier 2 forms. We often reference the RTI "Creating an RTI Model for ELLs Academic Success" with ELL pedagogues, classroom teachers, IEP, SETSS instructors and other staff.

Data collected helps us support our ELL population to implement more cohesive and effective small group instruction within the class and within our pull-out models. We also offer Extended Day for grades 2-5 twice a week and have started multiple inquiry teams within our staff to build more articulation. These inquiry teams share which strategies helped the students meet goals as well as supply necessary feedback on student's language acquisition.

6. How do you make sure that a student's new language development is considered in instructional decisions?
  6. As pedagogues we are aware and embrace the diversity amongst our student population. As mentioned before, the school has assembled a Native Language Library within the ENL room that can be transported into other rooms to help supply students with texts in their native language. With newcomers and new admins we review the back of the Home Language Survey and ask guardians the child's educational history. We also encourage multiple opportunities for ELLs to share out previous schools and countries to promote their experiences and language within a comfortable and supportive environment. All pedagogues working with ELLs attend similar professional developments as well as attend turnkey workshops in-house and we all collaborate to support our ELLs in the most positive and rigorous way.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

7. We currently do not have any DL programs. We continuously review parent choice documents and monitor if such program is slated to be opened.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
  8. Success of our program is to see continued growth in all four components in Language Acquisition. We pride ourselves on students who become proficient and continue to do well in the content area subjects. It is encouraging to see many of our students actively participating in different programs that our school has to offer. This demonstrates their absorption into our school community and into the community at large so they can become exemplary citizens. NYSESLAT scores are examined and reexamined to monitor students' progress and ELA scores are also monitored to help any At-Risk ELLs or ELLs who are close to becoming Long-term ELLs (LTEs). Pedagogues who work with ELLs often have Annual Goals which are correlated with ELL success and we are supported by our principal to help meet our goals. The CALLA model is also encouraged by all pedagogues working with ELLs and ELL instructors.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [\*ELL Policy and Reference Guide, ELL Identification\*](#) section.
  1. At P.S. 153 we follow all the appropriate rules and procedures which are mandated in order to identify students who may possibly be English Language Learners. We are fully versed in NYSED CR Part 154 and follow appropriate actions. At the time of registration all parents complete the Home Language Identification Survey and an informal interview is conducted in English by a pedagogue and whenever possible in the native language indicated in the survey. Whenever a new student is registered, an ENL licensed pedagogue (Ms. Niesi or Mrs. Lemberg) are called to formally meet the student and their guardians. At P.S. 153 Mrs. Suarez our parent coordinator or Mrs. Gonzalez, our drama teacher conduct the interviews and formal initial assessments in Spanish. Mrs. Soffer, Mrs. Gordon and Mrs. Lemberg who are all licensed teachers interview and assess the Russian speaking parents and students. Mr. Ren, a pedagogue follows the same procedures with the Chinese speaking parents and students. At the time of registration a licensed pedagogue administers the Home Language Survey if the parent states that the home language is other than English, then the teacher conducts an informal interview in Native Language and English. After the interview is conducted and the result is that the student speaks a language other than English, it is recorded that the NYSITELL will need to be completed within the next 10 school days once the student begins attending school. Typically the student is given the NYSITELL on the first day they attend our school. They are brought to the ENL office and a trained ENL pedagogue administers the exam in a quiet and removed setting. The student is made comfortable with books and other materials in their native language prior to the administering process to ease any potential stress. After the exam is given in its entirety the student is thanked in their native language and returned to their classroom. Immediately, the pedagogue scans their answer document and their score is looked up on ATS. The pedagogue informs the student's classroom teacher of their proficiency level and any other information the interviewer noticed during the time of registration. If the student speaks Spanish, the Spanish LAB-R is administered to determine whether the student is fluent in his or her native language the following day. After the NYSITELL is given

and the level is determined the student is placed in an appropriate program. The three programs that are offered are: bilingual education, dual language or freestanding ESL program. At this time our school only offers a freestanding ESL program. As an annual assessment the NYSESLAT is administered in the spring.

Based on these interviews and on the required responses on the Home Language surveys the ESL staff determines whether the student is eligible to take the LAB-R test. We administer the Spanish LAB-R to the Spanish speaking students. Students who are eligible are always tested within ten days and based on their scores placed in the appropriate ESL class. The ELLs are serviced 360 minutes a week for beginners and intermediate levels and 180 minutes for those who test at the advanced level. Students who score at a proficient level are no longer considered ELLs and are not serviced. During the interview we make it very clear to the parents that our school only offers a free standing ESL program. The parents are informed that we do not offer bilingual or dual language programs at this time. Our students are evaluated periodically by their teachers to measure growth and progress in all four components of ESL instruction. Grades 3 through 5 may take New York Interim Assessment test as well as informal evaluations are done by classroom and ESL teachers. The NYSESLAT exam is administered in the Spring of each school year and is used to determine the student's placement for the next year.

The NYSESLAT is designed to measure the English language proficiency of students who have been identified as limited English proficient. The test will be the basis for determining whether the student continues to be classified as LEP. Based on the results of the test, the student's English language proficiency level is classified as beginner, intermediate, advanced or proficient. If the student scores proficient that means the student is functioning fluently in listening, reading, writing, and speaking. Otherwise, the student is continuing to receive ESL services depending on the student's level, 360 minutes a week for beginner and intermediate level students and 180 minutes if the student is advanced level.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

2. ENL instructors are present whenever any HLS is filled out during the registration process and we determine the student's eligibility for the NYSITELL. After the HLS is completed, the ENL pedagogue makes a determination if the student has had exposure to schooling before. If not, they are given an Oral Interview Questionnaire in their native language found on the NYC DOE Intranet. We have tried to use the LENS because Ms. Niesi received training but we have limited resources to give it in all the native languages. We also assess student's work in their NL during the first few days inside the classroom and after an interpreter can review it, it is determined their status of SIFE proficiency.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

3. Much like the steps outlined in the ELL Reference Guide, our school follows strict protocol with regards to identifying newly enrolled students. First, we provide the parent with the Home Language Survey, in their native language if applicable and we guide them with interpreters to help them understand how to fill it out. Next, one of our ENL instructors is called down in order to properly interview the child using the protocol questionnaire sheet provided by our previous CFN 409 network. The ENL instructor reviews the HLS for any missing information and a determination is then made by weighing the parent's answers and the student's verbal answers during the interview. Pedagogues also ask for additional academic paperwork such as old report cards and IEP letters from other states or countries. The LPT and its members then meet immediately after we determine if an ELL student may have an IEP and we discuss the possible interventions such as using the SIFE Bridges Curriculum. Our LPT include the following members:

- Mr. Santa Maria- school administrator
- Mrs. Fanizzi - school AP and Sp Ed Coordinator
- Kristina Niesi-Scodes- certified teacher with TESOL certification
- Julia Lemberg- certified teacher with TESOL certification
- Terry Pomerantz- certified SETSS teacher with related service provider certification

Possible members: A student's parent or guardian, Interpretation for parent (if needed),

As a team, we keep in mind the Use of Appendix of EPRG during the determination process and we are aware of any culture and geographical hindrances that could have effected the child prior to entering our school. The timeline to accept or reject LPT recommendation is within 20 days of the student's enrollment and a placement is given immediately after. The parent is notified during this entire process and the ELL Parent Choice process is also enforced and determined within 10 school days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

4. Our school provides ourselves on the importance of deadlines regarding appropriate documents for our ELLs and their parents. The ENL instructors work feverishly to pull all the data and quickly write out the letters within the first few days of school. We keep binders of records and keep all the Entitlement, Non-Entitlement documents fresh and up to date. We also use the RLAT and ELPC to monitor if a student received the letter to take home, the date their letter was given to them and a checklist of which students received what document. Ms. Niesi keeps most of the ELL paperwork such as Entitlement materials and other ELL Parent Choice within the ENL office and is readily available for any staff member to use. The main office and our secretaries also send a copy of the languages of students speak to each classroom teacher in the beginning of the year to inform teachers which parents would need documents sent

home in their native language. A master binder is kept in the main office with letters in native languages of school closures, Parent Choice and other parental documents.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

5. Parents are given the appropriate documents and weekly Parent Choice meetings are given every Tuesday for parents to come and watch the DOE video outlining the 3 program choices and, if possible, verbal translation is provided. At the conclusion of the video, we inform the parents or guardians of their right to refuse any service and we use interpreters if necessary. As stated before, the main office has the appropriate document (ATS document, RLER) that indicated which students speak which language and we send home letters in both English and their native language to provide appropriate native language support.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

6. At PS 153 we encourage multiple opportunities for parents to come in and learn about the three programs, such as early morning meetings before school starts, after-school hours as well as Tuesday's Parental Engagement visits. If necessary, we provide oral translation the entire process for parents who are registering a child. When the parent is invited into the school to discuss their choices as well as view the video, we make it clear to them that they have a choice in the matter of which program they feel would best suit their child. We go into detail, if necessary, of each program and we even provide tours of the ESL self-contained classroom as well as show the parents the ENL office which provides Push-In/ Pull-Out services.

If a parent chooses not to attend and is unavailable to come in, we suggest viewing the video of the Parent Choice online at home and if no Parent Choice is returned, the default program of TBE is chosen for them.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

7. The first opportunity for parents to fill-out and submit their Parent Survey is at the annual ELL Parent Orientation meeting which is hosted by Kristina Niesi and Julia Lemberg every September. If the parent does not attend, we call the parents to see if we can schedule a time in which they can come into the school building and watch the Parent Orientation video and then fill out the survey. We encourage parents to come into the school building because it provides an opportunity for questions to be answered. If the parents still do not attend, we try to speak to the parent during the child's 2:20 dismissal. If the parent is still not reachable, then we send the letter home with an attachment documents asking to parent to fill out the highlighted parts and return immediately to the ENL office.

We keep tedious binders monitoring which parents came to view the video and which parents filled out the Parent Survey and Program Choice documents. We attempt multiple times to reach "hard-to-contact" parents and we use letters home, email, phone calls and other modes of contact to reach our parents and guardians.

If we reach the minimum requirement to open a TBA program, we immediately contact the parents with letters and calls home in their native language, if applicable to discuss what is entailed and the changes that will occur when opening such class. An emergency "Parent Outreach Workshop" is scheduled in which parents are invited to learn more about the opening class. We train all staff during a Monday Professional Development workshop about this new program and we contact the entire school's population to share the exciting new opportunity for our school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

8. A record is kept organized in the ENL office (Room 411) and is updated weekly. If a Parent Survey form is not completed and or returned, we call the parent (with use of interpreter, if necessary) and we remind them the importance that they have the choice in which program to put their child into.

9. Describe how your school ensures that placement parent notification letters are distributed.

9. The ENL office (Ms. Niesi and Mrs. Lemberg) is in charge of distributing any Placement and Entitlement letter to students at the beginning of every school year (usually within the first 10 days of school). We keep notes of which students received what and on which date. Every parent notification letters is copied and stored in our building to provide proof that we sent out the notification letters.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

10. In the designated ENL room, we have multiple means of organizing such important documents. We have filing cabinets which are remained locked and we have a testing closet, which is also locked at all times, which stores all of our NYSITELL books, NYSESLAT speaking answer sheets and other important assessment documentation. All original HLS, Parent Choice, Placement Program choice is stores within the student's cumulative folder which is then kept stores inside the student's classroom.

11. 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.

11. The P.S. 153 staff works diligently to ensure that everyone who is entitled to services receives them in due time. Especially, with the support of Mrs. Suarez our parent coordinator, our parents and ESL staff, our school is very careful to ensure all the letters of

entitlement are distributed and sent home.

Throughout the year the ELL instructors (Julia Lemberg and Kristina Niesi) visit ATS reports (such as RLAT, ELPC, etc) to monitor compliancias as well as students who are eligible for the NYSESLAT exam. We print and review these reports and comile lists to help prepare us for upcoming exams.

We offer a Parent Information Sesssion meeting twice (during the school day and during after-school) which provides parents with the opportunity to learn about the NYSESLAT and what it entails. A letter is drafted in several languages and is sent home with the students who are slated to take the NYSESLAT welcoming parents to attend. We also call home and leave messages (again, in native language if necessary) reminding parents of the upcoming Information Session.

We meet as a Testing Committee and plan for how the test will be administered as well as scored. During this NYSESLAT Tesing Meeting, we discuss the format of the exam and explain how the four language modalities will be implmeneted

Our Principal helps keep documents safe behind locked closets before and after the exam is given. The ELL instructors divide up the testing duties between two days and the exam is given as followed: DAY ONE: Speaking (completed on an individual basis) then Listening; DAY TWO: Reading and Writing.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
12. We are extremely organized with regards to paperwork and sharing appropriate information to the guardians of our students. All forms, documents and letters are kept up-to-date and organized inside the ENL office (Room 411) and all forms are updated according to changes in regulation. Within the new changes such a redistributing Parent Program Choice at the beginning of the school year for all ELLs, we keep a binder indicating which students received what during the first 10 days back in school after the summer vacation. We use the RLER ATS report to organize which parents need which translated document and the appropriate document is then sent home.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
13. After receving the returned Parent Surverys, the ENL office (Ms. Niesi and Mrs. Lemberg) meet to discuss the data. We record the findings in the ELL Complicancy Binder and keep records of each of the responses. Many parents specifically ask for ENL as the main instruction for the ELL children. The pattern shows that for the past three years, over 50% of the parents and guardians choose ENL as the main choice for the children and not Dual Language or Bilingual programs.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.
    - a. Within our ENL program, there are two models currently being used at PS 153: the Self-Contained Model and the Push-In/Pull-Out Model.
      - \*Self Contained Model: Serving grades K-2 with dually certified classroom teachers. Each self-contained ENL class contains students from one grade level and ENL periods are intergrated throughout their weekly program. About 90% of the students in each class are current ELL student. Students who tested out within the past two years are part of the class or are "pulled in" during ENL instruction.
      - \*Push-In/Pull-Out Model: Serving grades 3-5 and SpEd (12:1:1 classes). Each upper grade ELL student is placed into a mainstream classroom with monolingual students. The percentages vary between each class but every class has about 10% ELLs. The students receive ENL services by a Push-In/Pull-Out ENL instructor according to their proficiency level. Students who tested out within the past two years receive ENL support during the instrucotrs push-in periods of instruction.
    - b. TBE program. *If applicable.*
    - b. n/a
    - c. DL program. *If applicable.*
    - c. n/a

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
    - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      2. Our ENL instructors tediously comb through student rosters to guarantee every current and Tested Out ELL receives the appropriate amount of ENL instruction per week. We organize schedules around ENL instruction time and make sure our students receive the appropriate amount according to their individual needs. The following five proficiency levels and units of study are as followed:  
 EN (Entering Proficiency) - requires 180 mins of ENL/ELA, 180 mins of ENL/ELA= 360 units of study per week  
 EM (Emerging Proficiency) - requires 90 mins of ENL/ELA, 180 mins of ENL/ELA, 90 minutes of Stand-Alone or Integrated = 360 units of study per week  
 TR (Transitioning Proficiency) - requires 90 mins of ENL/ELA, 90 mins of Stand-Alone or Integrated = 180 units of study per week  
 EX (Expanding Proficiency) - requires 180 mins of ENL/ELA = 180 units of study per week  
 CM (Commanding Proficiency) - requires 90 mins of Integrated ENL/ELA= 90 units of study per week  
 According to the NYS mandated law, it is required that students who Tested Out still receive ENL services and all the ESL certified pedagogues work to ensure that we are in compliance and that every student is receiving appropriate services.
  3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
    3. Planning and collaboration is performed by all Push-In/Pull-Out pedagogues with the grade classroom teacher they are working with. They share upcoming themes and strategies that will be endorsed in either class setting. Specific core content periods are designated each day for each classroom teacher in English and is supported by Push-In/Pull-Out instructors. We currently use TC as our ELA curriculum (reading and writing) and the teachers adhere to that model for all reading and writing periods. The ESL self-contained classrooms use the sheltered English model with regards to their ENL units of study. They also adhere to the same content specific periods throughout the week much like their grade level colleagues.
  4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
    4. Students are given the opportunity to use their native language to express an answer and an interpreter will translate answers for the teacher to score.
  5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
    5. Every certified ENL teacher incorporates all four modalities into every lesson.
  6. How do you differentiate instruction for each of the following ELL subgroups?
    - a. SIFE
    - b. Newcomer
    - c. Developing
    - d. Long Term
    - e. Former ELLs up to two years after exiting ELL status
6. All current ELLs receive the appropriate number of units of study according to their current proficiency level. They also receive testing accommodations for all state tests, which include time extension and separate locations. We also provide native language dictionaries to help guide comprehension for the math and science exam. Visual cues are a constant part of every lesson in order to bridge the gap between the student's native language and English. Sentence Starters are provided to all Newcomers to help foster comprehension. Graphic Organizers (GO) folders are given to every Transitioning proficient student to help them during the writing process and it provides a sense of independency to choose and fill out the appropriate GO to the task at hand.
  - a. On the rare occasion that our school receives a SIFE ELL student we use a sheltered English approach to help their English flourish in a short period of time. We use the SIFE curriculum found on the NYC DOE website and use multiple means of delivery such as images, technology (ipads, SmartBoard, laptops, online interactive games) to help the student become exposed to the language in a calculated but meaningful way.
  - b. All Newcomer students receive a Newcomer Packet when first entering the school building which includes a free leveled book, images and labels with native language support which helps guide them during the first few weeks and an alphabet and blend chart to get them started on learning their new language as quickly as possible. Newcomer students are also paired with an in-class partner student who shares their language and helps with any interpretation needs. Eventually, this partner student is slowly removed so the Newcomer has to start to use English to voice their wants and participate in class. Newcomers are given differentiated homework by all of their teachers (including clusters) and their native language is encouraged as much as possible all while being exposed to new vocabulary daily.
  - c. For our developing ELLs, we continue to use ELL strategies to flourish their language development. We introduce multiple opportunities to have In-Class aloud speaking activities such as Share-Outs, Reader's Theatre and other informal opportunities to help them develop positive speaking skills as well as build their social engagement within the language with their peers. We continue to use the above strategies as mentioned for all of our ELL students and we provide more independence with

regards to less 1-1 conferencing during classwork and more chances to use choices to final products such as projects and final published pieces.

d. We currently have no Long-Term ELLs enrolled in our school. If we did, we would look deeply into their old state tests including their NYSESLAT scores and cater instruction specifically to those needed areas.

e. For ELLs who exit the program after testing-out, ENL teachers provide in class support (90 minutes a week/ .5 units of ENL) which provides parallel teaching opportunities to support learning for our non-ELLs who tested out of the ENL program. Those students who tested out within the past two years receive testing accommodations for all state tests such as time extension and being in a separate location.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
  7. The LPT team works collaboratively to monitor any results of the re-identification appeal within the 45-day window of a student's enrollment. We alert the student's classroom teacher of the results and we provide any more additional ENL support for that student throughout the year to help them transition appropriately.  
If a student reenters our school, we immediately launch an investigative meeting with the LPT team and we research their past proficiency levels. According to new mandates, if a student has been out of the country for more than two years and returns, the HLS identification process starts at the beginning with a new HLS and possible NYSITELL testing.
8. 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?
  8. The ENL instructors use a combination of TC materials as well as Rigby "On Our Way to English" to support their instruction. Every teacher also has an arsenal of graphic organizers at their disposal to provide to students during the reading or writing process. Ipads were purchased and circulate throughout the upper grader classrooms during Push-In/Pull-Out ENL instructions. Apps on the ipad which supplement content include: BrainPop ESL, Sentence Builder, ABCYA and other educational games that help the language acquisition process.  
The Native Language Library is also at students disposal in the ENL office and students are encouraged to read in their native language just as much as they read in English. We are constantly buying and building this library because authentic books in Urdu and Uzbek have been a challenge to find this past school year.  
The SETSS teacher and other SpEd instructors comb through the IEPs of our students at the start of each year and they determine each individual accommodation as well as service. The ENL instructors also participate during this process and they guide the SETSS teachers about the student's history in the ENL program. Schedules are made accordingly so that the student is only receiving one service a period (not ENL and SETSS or APE).
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
  9. In the beginning of every school year, the ENL as well as classroom teachers create goals for each student to strive to achieve throughout the year. These goals are often student chosen and are always aligned to the common core. Such goals are then posted in each classroom for the students to see and be reminded of. These goals are also aligned to specific goals set in a student's IEP PLOP. The goals are revisited if their IEP is updated throughout the school year.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

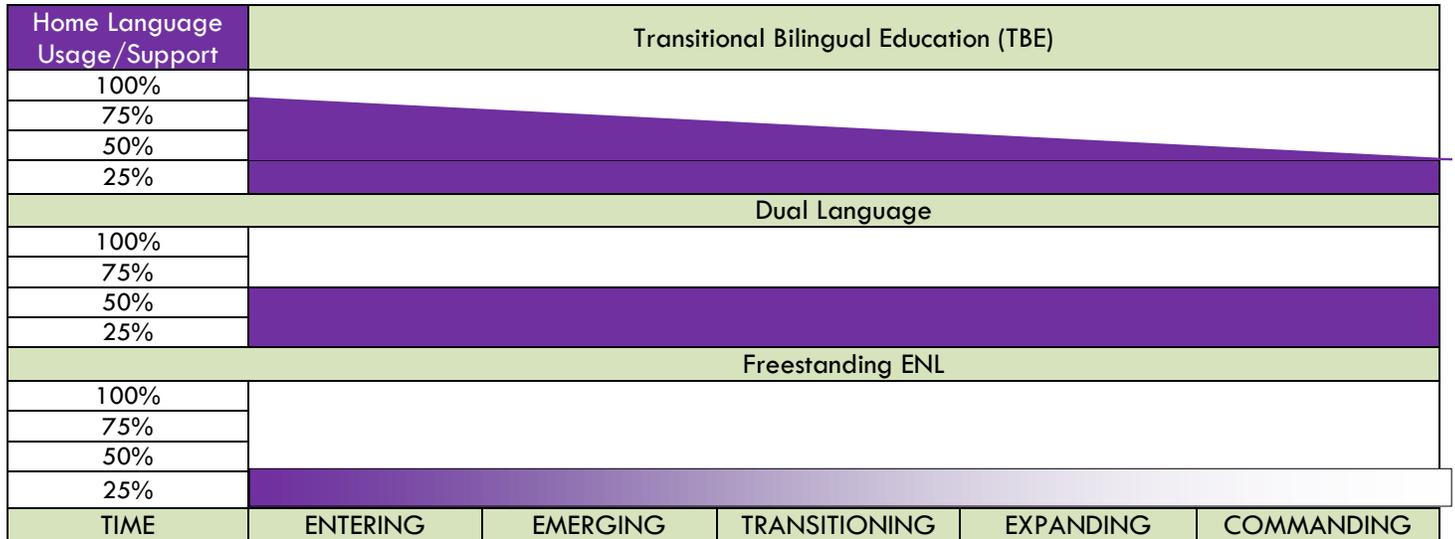


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
10. The school provides AIS periods for the bottom third performing students throughout the school week. Teachers support any student, including ELLs with this tutoring period in small group instruction. The administration also encourages each teachers to focus special attention to a Case Study Student throughout the school year. Each case study student is usually a male and may or may not be receiving ENL services. The staff meets vertically and horizontally throughout the year to discuss their case studies and make goals to help the students succeed.
- Science instruction is differentiated for our ELL students by implementing more visuals and native language dictionaries within their science units of study. The science teacher, Mrs. Martin implements technology such as use of ipads to show videos of the experiments prior to the students doing the experiment to expose them to the process and steps involved. Science homework is also differentiated.
- Targeted instruction for social studies take place within the mainstream classroom setting and it include visual, use of videos and hands-on experiences to help drive ENL instruction.
- There is an Behavioral Intervention Team as well as Intervention Team (consisting of SETSS teachers and other service providers) which monitor growth or lack thereof for all the students, including our ELLs. Data is collected monthly and reported to administration as well as classroom teachers who can then implement changes or continue to use successful practices.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
11. We consider all of our school's teachers ELL educators because our school has a widely diverse population with over 50% of students speaking another language at home. At the initial meeting of the school year, our principal outlines the population of our school and advises all teachers of potential student they may have during the course of the school year. He assures us that professional development and workshops will be offered to help assist any issues we have in our pedagogy.
- We use data such as ELL Periodic, NYSESLAT, Saturday School Pre and Post Assessments, TC Reading Levels, End of Unit exams and other informal forms of formative assessment throughout the year to guide our instructional focus.
- Our school's ENL program is broken up into two models: ENL Freestanding (K-2) and ENL Push-In Pull-Out (3-5). The Special Education students are part of the Push-In Pull-Out model and receive ENL services that way. Throughout the past five year, both programs prove to be successful with ENL teachers testing out on average 20% of each of their ELL students.
- ELA: Our school consistently meets the yearly goals set for the teachers as well as the school, such as 50% will improve their TC reading levels by June of the next year.
- Social Studies: Data shows that students excel at social studies units and receive high grades for their participation on their report cards.
- Math: Much like our ELA yearly goals, we also meet our Math goals set for the school such as "40% will receive a 2 or higher on the Math State exam."
- Science: Our science teacher does a phenomenal job with receiving high scores of the yearly 4<sup>th</sup> grade state science exam. She consistently has 85% of her students receive 3s and 4s on the state test and her instruction throughout the year focuses on improving the grades of the Newcomer and Entering ELLs for their upcoming exam.
12. What new programs or improvements will be considered for the upcoming school year?
12. We piloted a new Close Reading Program for our Title III ESL program in the 2014-2015 school year. We purchased Guided Reading Program from Scholastic. Groups were organized according to student's current reading levels and a dual teacher instruction was implemented. Groups changed throughout the school year according to the individual student growth in their TC reading levels. We also continue to use BrainPOP ESL throughout the entire school to help Newcomer ELLs inside the classroom during the school day.
13. What programs/services for ELLs will be discontinued and why?
13. Although we were awarded a grant to use the SpellingCity program during the 2012-2014 school year, we had to discontinue the use due to lack of funding. The program was successful although hard to implement during the school day inside the classroom.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
14. All ELLs are welcome to join any after-school program and the Title III program is exclusive to ELLs and many use the opportunity to join and participate. Programs throughout the year that invite parental engagement include: Student of the Month Assemblies, monthly PTA meetings, Make a Wish Halloween Parade, Pick-A-Pumpkin Fundraiser, in-class Thanksgiving feasts, race to Read Holiday contest, Holiday Show, Carnival, Dance Festival, Fifth Grade Orientation, etc.
- All parents and guardians are welcome to join and multilingual letters are sent home to aid in translating information about such events.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
15. The ELLs are given many materials to help facilitate and foster learning and they range in degree. The ENL teachers continue to use the supplemental Rigor "On Our Way to English" to support ELA instruction and all the teachers are encouraged to have their

Newcomer students use BrainPop ESL three times a week during instruction time. Subgroups have different ipads with appropriately downloaded apps that foster positive language interaction such as repetition of vocabulary or sentence building. All groups have access to native language dictionaries as well as authentic books in their native language to borrow at anytime.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

16. The ENL department has been amassing multiple books in many languages are encourage students to borrow from that Native Language Library (found in the ENL room).

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

17. The ENL teachers constantly review documents such as ATS reports in order to monitor if all the ELLs and former ELLs are being properly serviced. Required service and supports correspond to students age level and materials are used which are conducive to their appropriate age group. Although all grades are exposed to Non-Fiction texts, most of the texts in K-2 have a fictional focus such as fabels, folktales and other themes which are appropriate for the ages 5-8.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

18. Currently, there are not activities to provide newly enrolled ELLs with support before the school year begins. Depending on budget restrictions for next year, activites may or may not be included within our school.

19. What language electives are offered to ELLs?

19. There are currently no electives offered within our school. We do have an Enrichment program which benefits all K-5 students with recreational and arts related activites but non are language focused.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

20. n/a

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. The staff is given many opportunities to choose the PD of their liking every Monday during the PD planning hour (2:20-3:35). These Professional Developments range in topic from Formative Assessment, Rubriccs as well as ENL strategies to use inside the classroom. The school's administration is wonderful in providing additional speakers outside of the building to help train the staff. The ENL teachers are also used as facilitators during these PD opportunities. The tentative PD Calendar for the 2015-2016 school year is as followed:  
Sept 21, 28: Book Study (Mr. SantaMaria, Principal)  
Oct 5: Book Study (Mr. Santa Maria, Principal)  
Oct 19: Engaging Children More Deeply with Non-Fiction Texts (Gutman, Scali, Campo- Classroom Teachers)  
Nov 2: K-2 ELL: Ways To Use Non-Fiction (Ms. Franchi, Mrs. Gordon, Ms. ElChami- ESL teachers)  
Nov 16: ELL Institute- Intro Course of Teaching ELLs for New Teachers (Ms. Niesi- ESL teacher)  
Dec 17: K-8 Tap the Power of Books (Spy, Smoudinas, Cannizzaro, Trovato- Classroom Teachers)
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
  2. The administration provides all staff with a "Common Core Standards and Strategies Flip Chart" every year which helps teachers write lessons using grade appropriate standards. All PDs are aligned to the Common Core and have a clearly stated goal with one or two standards in mind which helps the teachers comprehend the suggested outcome. Some PDs are even focused on certain whole categories within one standard like "Language Standards" or "Standards for Literature".
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. The parent coordinator provides the parents with many documents helping to guide the ELLs as well as the rest of the graduating class to help the transition from elementary to middle school. These documents can be provided in other languages and the parents are welcome to attend the 5<sup>th</sup> Grade Middle School Fair which occurs around January of each year. Our guidance counselor, Ms. Nunno is provided with PDs and workshops which help her learn strategies to help guide transitioning ELL students throughout the year. She also attends PD workshops that are ENL focused in-house. We also provide multiple activites for our graduating class to help the transiton from elementary school to middle school become less stressful. We have "Middle School Day" in which 5<sup>th</sup> grade teachers treat the 5<sup>th</sup> graders as if they are in middle school for the day with more independence and less verbal support to help them visualize what it will be like for the next school year.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
  4. The administration provides us with a Professional Development handbook in which we record any PDs that we attend throughout the school year (including every Monday's PD session). Administration also encourages the ENL teachers to attend PDs outside of the school and asks if we wish to turn-key any new information to the rest of the staff. According to the new changes to the state mandate, all ESL certified pedagogues must receive 50% of their PD hours in ESL and the rest of the classroom teachers on our staff must receive 15% of all of their PDs in ESL. The administration works tediously to survery the staff to ask which types of focuses we would need to help our instruction. After the menu is sent out and filled in, the PD committee selects appropriate workshops and trainings for the school year. The ESL certified instructors turn-key many strategies and useful techniques to help the classroom teachers reach their ELL students.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
1. Every September, the ENL department hosts a "ENL Orientation" Meeting which provides information about our ENL program. The parents who attend are provided with a pamphlet outlining the different programs they can choose from and each parent is given ample time to view the NYC DOE Parent Information video via ipads and other devices. Parents are encouraged to ask questions as well as provide us with any concerns they have for their child. Around Decemeber, the ENL department hosts another "open house" opportunity in which parents and guardians are welcomed back into the school to discuss their child's language acqusition and any concerns the teachers had for each child. Positive letters are sent home multiple times throughout the school year (in native language, if necessary) which helps parents who cannot attend such meetings understand the growth their child is making or not making inside the classroom.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
3. We offer an "open house" every Tuesday in which parents and guardians can come into the classroom and reserve a private meeting with their child's teacher. Interpreters are provided and teachers provide a pamphlet in order for the parent to understand the topic and issues discussed during such meeting.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
4. Currently, the school has not partners but we continue to search the community for opportunities to further involve our parents.
5. How do you evaluate the needs of the parents?  
5. We send a yearly letter with a choice of professional meetings the parents most want to attend. Upon reviewing those letters, the school provides multiple opportunities for parents to come and converse with our staff of teachers. We have Tuesday "Open House" every week from 2:20-3:30 as well as in-school programs for parents to come and share with their child's class.
6. How do your parental involvement activities address the needs of the parents?  
6. Our Parental Engagment Tuesdays offer parents multiple opportunities to participate all our parents, not just our English proficient. We offer specific meetings entitled "Heling Your ELL Student" which provide strategies to help K-5 students by sharing strategies and other useful tips. This information, presented in a Prezi document is also provided in every language in order to help our linitied proficient parents.

### D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.  
Paste response here:

School Name: <b>PS 153 Homecrest</b>		School DBN: <b>21K153</b>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carl SantaMaria	Principal		10/30/15
Steffani Fanizzi	Assistant Principal		10/30/15
Yolanda Suarez	Parent Coordinator		10/30/15
Kristina Niesi	ENL/Bilingual Teacher		10/30/15
Nicole Correa	Parent		10/30/15
Julia Lemberg	Teacher/Subject Area		10/30/15
Leah Gordon	Teacher/Subject Area		10/30/15
	Coach		10/30/15
	Coach		10/30/15
Jessica Nunno	School Counselor		10/30/15
Isabel DiMola	Superintendent		10/30/15
JoAnn Benoit	Borough Field Support Center Staff Member		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15
	Other _____		10/30/15



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **21K153** School Name: **PS 153**  
Superintendent: **Isabel DiMola**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

PS 153 provides all the accommodations possible to our families. During the registration process dual language pedagogues are used to assist parents. Assessment of the Home Language Surveys informs school staff of home language and preferred method of communication, All available data is used to ensure staff is cognoscente of family language needs including but not limited to ATS, Blue cards and surveys.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish; Urdu; Arabic; Russian, Mandarin, Cantonese, Albanian, Uzbek, English  
Staff and family members who are literate in any of the above are utilized to support communication with families. DOE translation services are also utilized. Web sites are also used when needed.

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

school handbook, grade level handbook, Photographic permission slips, discipline code, Walking Trip permission, Trip Permission slips; supply lists; calendars, lunch offerings

Staff, family members, DOE translation services, CBO staff and websites are used. PS 153 uses Translation and Interpretation Unit's services for documents such as registration and language selection, standards for each grade, referrals, ELL and non standard academic programs. For additional translation needs, we rely on in house solutions. Each teacher submits a matrix of student languages so that all materials can be disseminated to those families who require that support.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

parent teacher nights and or meetings, academic workshops, IEP meetings, phone calls for issues with attendance, dismissal, Performances, report cards

For oral interpretation, school and CBO staff are utilized wherever possible. All workshops and meetings include oral translation from staff and/or families.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff will receive a copy of Chancellor's Regulation A-663 as well as English Language Learner Policy and Reference guide at a Workshop provided by previously trained ESL staff.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

At the ENL orientation in the Spring as well as at the first PA meeting in September families will be notified about translation and interpretation services as well as a reminder each time the family is invited into the school .

## Part F: Monitoring and Quality Control

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)