

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

**DBN: (i.e. 01M001):**                   **21K253**

**School Name:**                       **P.S. 253**

**Principal:**                             **LISA SPERONI**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Ezra Jack Keats Magnet School of Multicultural Humanities School Number (DBN): 21K253

Grades Served: Pre-K - 5

School Address: 601 Oceanview Avenue, Brooklyn, New York 11235

Phone Number: 718-332-3331 Fax: 718-743-7194

School Contact Person: Lisa Speroni Email Address: lsperon@school.nyc.gov

Principal: Lisa Speroni

UFT Chapter Leader: Melissa Musman

Parents' Association President: Aleena ASif/Aisha Asghar

SLT Chairperson: Melissa Musman

Title I Parent Representative (or Parent Advisory Council Chairperson): Aleena Asif

Student Representative(s): \_\_\_\_\_

**District Information**

District: 21 Superintendent: Isabel DiMola

Superintendent's Office Address: 1401 Emmons Avenue, Brooklyn, New York 11235

Superintendent's Email Address: ldimola@schools.nyc.gov

Phone Number: 718-648-0209 Fax: 718-648-2165

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris

Director's Office Address: 415 98<sup>th</sup> Street, Brooklyn, New York 11209

Director's Email Address: CherylWatson@schools.nyc.gov

Phone Number: 718-759-4862 Fax: 718-759-4960

## 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)
Lisa Speroni	*Principal or Designee	
Melissa Musman	*UFT Chapter Leader or Designee	
Aleena Asif/Aisha Asghar	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Aleena Asif	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	
Denise Romero	Member/ Teacher	
Pamela Siegfried	Member/ Teacher	
Josephine Ocello	Member/ Teacher	
Zoila Mineros	Member/ Parent	
Amina Nouman	Member/ Parent	
Iram Jabbar	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Aliya Jamil	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.

1.

Mission statement – To be courageous as we set and put into action student and teacher goals connected to research based principals and our own professional conscience. Throughout the course of each year we build on this courage and set increasingly rigorous and challenging goals. This will enable us to achieve positive results evidenced by measurable student achievement

Vision – We see our school as a community where all members:

Students, staff, and parents respect, support and meet the needs of students. We strive to create an environment where learning, creativity and participation take place. Ideally, the members of our community will be lifelong learners who are responsible and accountable so that they will become productive members in our school and society. They will develop decision-making and critical thinking skills and the ability to communicate effectively.

P.S. 253 is located in the Brighton Beach section of Brooklyn. This is a low income, ethnically diverse community. Our school's population, currently 806 students in grades Pre-K -5 reflects this diversity. The ethnicity break down at PS 253 is as follows:

1% African American, 45% Hispanic, 16% Caucasian, and 37% Asian Pacific Islander students. The student body includes 21% English language learners and 21% special education students. Boys account for 50% of the students enrolled and girls account for 50%.

Our Main Building is fully utilized including a transportable unit housing 2 classrooms. The current breakdown of classes is as follows:

2 full day Pre-K classes

7 Kindergarten classes (2:7 ICT) (1:7 12:1:1)

6 Grade 1 classes (2:6 are ICT) (1:6 12:1:1)

6 Grade 2 classes (2:6 are ICT) (1:6 12:1:1)

5 Grade 3 classes (2:5 are ICT) (1:12:1)

4 Grade 4 classes (1:4 ICT) (1:12:1)

4 Grade 5 classes (1:4 ICT) (1:12:1)

A pedagogical Staff of 61 assigned and fully licensed teachers and 34 Paraprofessionals support the student population.

Our Special Education Department includes: One full time Special Education Supervisor, one full time Trilingual School Psychologist (Russian, English and Spanish), one part time Bilingual Psychologist (Spanish), one full time bilingual Family

Worker (Spanish), one full time Occupational Therapist, one part time Physical Therapist, two full time Speech Teachers, one full time Guidance Counselor, one full time Bilingual Social Worker (Spanish), and one part time Special Education (SEIS Liaison). There are two teams; the RTI Team (Response To Intervention Team) as well as the SIT Team (School Implementation Team).

**The Goal of the RTI (Response to Intervention Team):**

The goal of the **RTI** team is to provide early identification of At-Risk students which affords both teachers and service providers an opportunity to work collaboratively in order to ensure academic success. Data has proven that early academic intervention minimizes the need for referrals to Special Education. Early identification of At-Risk students provides the school the opportunity to monitor the success of current At-Risk Services and make modifications to these services in a timely fashion. It should be noted that the team functions collaboratively in an effort to assist the classroom teacher in creating an instructional plan for each student. Each team member brings a particular expertise to the team; however, it is the classroom teacher's responsibility to provide the team with data, assessments, and anecdotal history (both academic and social). Social history is often derived from articulation with the previous teacher, discussion with family, and articulation with the Parent Coordinator. The RTI Three-Tiered Model encompasses Tier 1: Universal/School wide instructional practices, High Quality core instruction that evidences rigor that is aligned with the building's Curriculum Initiatives is essential to providing students opportunities to circumvent special education referrals. Tier 1 instruction supports the Common Core Standards and is developed through a UBD model of instruction within the framework of Units of Study, differentiated lesson planning via Core Knowledge, Expeditionary Learning, and Go Math. Tier 2 focuses on targeted small-group instructional practices and intervention focusing on small group differentiated instruction, guided practice and our RTI intervention program. Tier 3: incorporates intensive individual instructional practices and intervention. Tier 3 interventions are designed for students who demonstrate insufficient progress in Tier 2, or whom assessments indicate may be in need of more intensive intervention.

The RTI Members include:

**RTI**

The SIT Team ( School Implementation Team) focuses on the training to all staff inclusive of Paraprofessionals, on the development of writing a quality IEP including but not limited to educational benefits, Least Restrictive Environment, and alignment of Performance and goals. The areas of focus for the SIT Team include the development of staff and the School Assessment Team on procedural safeguards and school based IEP systems and procedures. Reviewing the compliance and educational integrity of IEP's and the discussion of ensuring that teachers integrate the CCLS when designing IEP SMART goals, ensuring aligned lesson plans and progress monitoring systems. The SIT Team is involved in identifying the next action steps, persons responsible in reviewing upcoming cases and tracking systems. Monthly SIT meetings are scheduled. The SIT Team reviews and discusses Psycho-Educationals, as well as informal observations conducted. The SIT Team reviews and discusses the status of current cases, movement of students to less restrictive and more restrictive environments as well as informal and formal Behavior Intervention Plans. Although final decisions for services and placement are made at the EPC, each case is discussed in an effort to ensure that there is seamlessness amongst all constituents. Compliance, specifically Annual Review, Triennial, initial and related service compliance reports are discussed and analyzed at the SIT meetings as well.

**SIT Members: Principal, 3 Assistant Principals, and all related service providers.**

As always it is our goal to provide a "Supporting Learning Environment" within which all students can learn as well as outreach to parents to assist them to best meet the needs of their children.

In addition to the above

**We have seven cluster positions inclusive of Art, Theater, Dance, Music, Science 1, Science 2, Library and Physical Education. Currently our Performing Arts Dept. provides students an opportunity to use the venue of the Arts to strengthen the socio emotional needs of our students.**

Together, with teacher the students engaged in dramatic arts performances, choral performances and dance performances as separate entities as well as culminating pieces throughout the school year.

We have seen an increase in our students applying to and gaining entrance into the specialty JHS within and around the district. These placements include but are not limited to Mark Twain, I.S.303, Bay Academy and Kingsborough

This year our Performing Arts Department won an award for being the East Coast Regional Champions for creating a video on Safety and was invited to Washington to accept the award on behalf of The National Organization for Abducted and Missing Children. This was followed by a presentation of a check, to the school in the amount of 10k to be used to support the Performing Arts within the school.

We continue to work with Ballroom Basix to provide our students an opportunity to gain a deeper understanding of the various styles of dance. This year our dance teacher collaborated with the dance teacher from P.S. 216, another district 21 school and together the students perform each dance number partnered with students from their neighboring school. This activity provides students an opportunity to meet and perform with peers outside of the school community. This fosters an opportunity for students to appreciate a culture and community other than their own. Opportunities such as these support the vision of the Chancellor which speaks directly to the development of socio emotional health of our students.

Together as a school community we are committed to raising our student's awareness about personal wellness as it related to exercise and nutrition.

Our Physical Education teacher continues to administer the NYS Fitness Test to students in order to focus on student wellness. Currently the Physical Education teacher provides students before school and lunch time tournaments based on the most recent Unit of Study. Students additionally have an opportunity to select Physical Education as their additional Club period during Friday Club Time. These increase opportunities have resulted in an increase of students applying to test for Athletics during the Middle School selection process as well as insure a deep understanding of "what it means to be healthy "within each of our students.

This year we have elected to expand the boundaries of our school by collaborating with schools within our district; specifically P.S.101 in various inter- mural sports activities. We look forward to growing this program as we move into the next school year.

We will continue to follow the NYS Social Studies curriculum. As part of our former magnet initiative we will continue to work to infuse Social Studies through all areas of the curriculum Our Library cluster provides students an opportunity to deepen their understanding of writing across all content areas. Through this venue our students develop a deeper love and appreciation of reading and writing.

Our Library teacher has created a school newspaper that affords our students a venue within in which to enter the world of news broadcasting. These opportunities have resulted in more of our students applying for and being accepted into the creative writing programs in the specialized JHS within and surrounding the district. Moreover it has instilled a confidence in the children that carries over in all areas of their academic life at PS 253.

This year our students' poems were published in The Young American Poetry Digest 2015.

In order to ensure that all students have an opportunity to bring to life that which they read and or learn about we have created an Arts cluster whose use of visual arts enables our students to integrate art and design into the daily curriculum.

Our Science clusters whose focus is to offer students opportunities to understand ,make predictions about , and adapt to an increasingly complex scientific and technological world .In order to align our program with the state and city

standards we are using Foss Hands on Science Kits as well Harcourt Brace and Scott Foreman science series in grades Pre K -5.

Each year the Science clusters collaborate to host our Annual Science Fair. At this fair students on each grade both together and independent of their teachers demonstrate their understanding of the varying scientific concepts taught throughout the school year. The students serve as school tour guides and activity coordinators in order to provide hands on experience to all guests of the fair. This joint venture allows our school community to see firsthand how good teaching aligns to student learning.

During the course of the school year our clusters endeavor to provide parents an opportunity to participate in cluster activities similar to those that their children are provided throughout the school year. This has taken on many forms including trips, weekly classes (Zumba, Yoga) weekend workshops and activities hosted by our Parent Coordinator, Marquis Studios as well as Staff members. Together with their children parents are provided a venue within which to spend time with their children. We believe that these opportunities both strengthen community and family ties and provide parents the suggestions and tools to work with their children at home in order to extend and reinforce concepts the children have learned during the school day.

As a Title I SWP school, funding sources are Conceptually Consolidated to support a standards based education designed to enable all students to attain and or exceed grade level promotional targets. Services are provided and /or supervised by licensed teachers. Parents are provided updates about their child's performance via Parent Engagement Opportunities, Parent Teacher Conferences and parent Engagement time afforded to teachers and parents on a weekly basis. In addition workshops are provided separately to parents throughout the school year in order to assist the parents in meeting their child's needs at home. P.S. 253 have met all its AYP targets and is designated as a "School In Good Standing".

P.S. 253 is progressing towards an instructional program centering on research based instructional practices. In the early childhood grades, the six dimensions of reading identified by the National Reading Panel are stressed as a means to create a strong foundation for our Pre-K-2 students. A Comprehensive Literacy approach using Core Knowledge Pre-K-2 and Expeditionary Learning grades 3-5, Writing Sampling (WSII) for our Pre-K students, Independent /Paired Reading/Shared Reading/Guided Reading instruction and Writer's Workshop across the curriculum are integrated on all grade levels. The program is implemented during a 120 minute literacy block for grades K-2 and a 90 minute literacy block for grades 3-5. Classroom libraries, and academic support personnel, as well will further support literacy instruction.

Research shows that literacy and oral language instruction should be integrated from the earliest language learning experiences. Research has also identified the fact that it takes ELL learners an average of 5 to 7 years to catch up to their native speaking peers. Our goal this year is to teach our students to speak English while they are learning to read and while they are acquiring content area knowledge and writing skills.

Additionally, using Title III funds we will continue to expand our after school programs to include Math and Literacy for the ELL learner.

According to the National Council of Supervisors of Math teaching children how to use math to solve problems is the principal reason to teach math. For the 2015-2016 school year, we will continue to implement Go Math K-5 and My Math for Pre-K. These programs focus on problem solving strategies such as, posing questions, analyzing situations, translating and illustrating results. Math and task oriented activities offer students opportunities for small group instruction. Portfolios and diagnostic assessments (Acuity) drive instruction to monitor student progress.

## 2. Special Population Consideration (ELL's)

ELL Population Percentage 2013-14: 25%

Percent of students in the bottom third who are ELL's: 26%

### **Kindergarten ELL Proficiency**

- According to Fountas & Pinnell running records, 8% of ELL students were reading at or above proficiency level by the end of 2013-2014 school year.
- According to Fountas & Pinnell running records, 42% of ELL students were reading at or above proficiency level by the end of 2014-2015 school year.
- According to the above data there was a 34% increase in the number of ELL students reading at or above proficiency between 2013-14 and 2014-15 school year.

### **Grade 1 ELL Proficiency**

- According to Fountas & Pinnell running records, 36 % of ELL students were reading at or above proficiency level by the end of 2013-2014 school year.
- According to Fountas & Pinnell running records, 51% of ELL students were reading at or above proficiency level by the end of 2014-2015 school year.
- According to the above data there was a 15% increase in the number of ELL students reading at or above proficiency between 2013-14 and 2014-15 school year.

### **Grade 2 ELL Proficiency**

- According to Fountas & Pinnell running records, 30% of ELL students were reading at or above proficiency level by the end of 2013-2014 school year.
- According to Fountas & Pinnell running records, 48% of ELL students were reading at or above proficiency level by the end of 2014-2015 school year.
- According to the above data there was a 18% increase in the number of ELL students reading at or above proficiency between 2013-14 and 2014-15 school year.

### **ELA Grade 3 Limited English Proficiency Students**

- From the 2012-13 to the 2013-14 testing year there was a 12 % decrease in the number of students scoring at level 1, with a 6% increase in the number of level 2's and a 6% increase in the number of level 3's. Although there was an increase, the highest percentage of students scored at level 1 (55%) for the 2013-14 school year.

### **ELA Grade 4 Limited English Proficiency Students**

- From the 2012-13 to the 2013-14 testing year there was a 27% increase in the number of students who scored at a level 1, with a 19% decrease in the amount of ELL's who scored at a level 2. A total of 68% of ELL's scored at a level 1 for the 2013-14 school year.

### **ELA Grade 5 Limited English Proficiency Students**

- From the 2012-13 to the 2013-14 testing year there was a 17% decrease in the number of students who scored at a level 1, with a 28% increase in the number of ELL's who scored at a level 2. A total of 50% of ELL's scored at a level 1 for the 2013-14 school year.

## Special Population Consideration (SWD's)

SWD Population Percentage 2013-14: 32%

### **ELA Grade 3 Students with Disabilities**

- From the 2012-13 to the 2013-14 testing year there was a 3% increase in the number of SWD's who scored a level 3.

### **ELA Grade 4 Students with Disabilities**

- From the 2012-13 to the 2013-14 testing year there was a 5% increase in the number of SWD's who scored a level 4.

### **ELA Grade 5 Students with Disabilities**

- From the 2012-13 to the 2013-14 testing year there was a 40% decrease in the number of SWD's who scored a level 1, with a 19% increase in the number of level 2's, a 14% increase in the level of 3's and a 7% increase in level of 4's.

Our instructional focus, derived from the Pillars and CIE, includes productive struggle and the development of strong academic language through student-to-student discussion. Student engagement is evidenced in all content areas and within all disciplines and is part of the instructional core program. In addition, we strongly believe and focus on establishing a strong culture for learning and a positive and mutually respectful classroom environment, which is inherent in the belief that all students can be successful.

## **3. Progress in the Elements of the Framework**

### Rigorous Instruction:

o Professional development across the grades in the areas of guided reading, writing, questioning and discussion, data driven instruction, phonics and the use of instructional technology to increase student achievement.

o Data driven instruction grounded in systematic assessment cycles inclusive of baseline and culminating assessments and Fountas & Pinnell running records in which teachers utilize baseline data to drive targeted small group guided instruction.

o The use of 7-trait rubrics aligned to the common core writing standards that allow teachers to provide students with targeted, actionable feedback in order to improve student outcomes in writing.

o Across the grades, rigorous independent and collaborative tasks in literacy and math that promote metacognition and higher order thinking that are differentiated to meet the diverse needs of varying learners.

o The implementation of Google Docs as a school wide platform for sharing and analyzing student data.

o The revision of phonics instruction to meet the common core demands and ensure students can decode text accurately by the end of grade 1.

o The use of various forms of instructional technology such as Myon learning, Imagine Learning, Iready, IXL and digital task cards to improve student achievement and promote 21<sup>st</sup> century learning.

### Supportive Environment:

- o The implementation of Habits of Mind as an approach to create conscious, self-reflective learners and embed the life skills necessary for college and career success.
- o Curriculum maps created through the approach of backwards design that encompass the universal designs for learning model and provide multiple access and entry points for all learners through scaffolded differentiation.
- o Friday enrichment clubs that allow students to participate in fields of study based on personal choice and interest level.
- o “The P.S. 253 Gazette”, collaboration between teachers and students resulting in monthly publications.
- o School to school collaboration through digital literacy clubs and peer basketball games.
- o The implementation of student discussion forums across classrooms to promote student autonomy and ownership over learning.

#### Collaborative Teachers:

- o The creation of teacher teams to develop interdisciplinary units of study grounded in the content standards of science and social studies, embedded in the common core standards and citywide instructional shifts.
- o The use of inquiry team meetings to analyze data for individual and groups of students inclusive of ELL’s and SWD’s to modify instruction and track the progression of school wide goals.
- o An approach to “balancing the literacy” with a shared belief in using the workshop model as an effective approach to teaching and learning.
- o A reciprocal approach to inter-visitations that allows for teachers to observe one another and provide each other targeted feedback in a “risk free” capacity.

#### Effective School Leadership:

- o Ongoing collaboration between administration and teachers through the use of monthly professional development committee meetings, professional development calendars and teacher surveys.
- o Monday/Tuesday professional development targeted to meet the needs of teachers based off of student data and teacher feedback.
- o Lead teachers that serve as both mentors and facilitators through grade meetings, professional development and inter-visitations.

#### Strong Family-Community Ties:

- o Continued opportunities for parents to engage in the school community through various discussion venues, A.M/P.M workshops and Saturday parent/student classes.
- o 100% completion and return of school surveys completed by parents for the 2014-15 school year.
- o A new founded relationship with the “National Organization of Abducted and Missing Children” in an effort to educate our students and families about important safety protocols.

o A continued relationship with Grady High school providing opportunities for students to collaborate through holiday celebrations.

o A continued relationship with the Shorefront nursing home in which students participate in an 8 week service activity.

**Areas of Focus:**

What the School Needs to Improve:

• **4.2 (Teacher Teams and Leadership Development):** The vast majority of teachers engage in inquiry work systematically analyzing the impact of teacher practice and strengthening leadership roles. Teacher teams also play an integral role in key school decisions and are currently expanding their work, and deepening their study of the needs of individual students.(well-developed)

o Impact: The work of teacher teams results in teacher leadership throughout the school, and deep understanding of the instructional practices that impact student learning, and substantial gains for all subgroups of students in mathematics and English language arts.

We will continue

o Increase reading proficiency in ELL learners through targeted professional development and designing a more cohesive curriculum for ELL learners K-5.

o Establish student centered classrooms that promote student lead discussion through the use of various discussion protocols

o Develop teacher skills in the use of questioning, to promote higher order thinking (3b) and assess student understanding (3d).

o Increase the use instructional technology in the classroom to improve student achievement and foster 21<sup>st</sup> century learning skills.

o Provide targeted instruction to meet the needs of students with special needs in an effort to move our SWD's to less restrictive environments.

o Deepen our focus in inquiry to analyze subgroup data in an effort to refine instruction to meet the specific needs of students and lead to overall improvement in student achievement.

## 21K253 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	869	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.1%	% Attendance Rate		94.6%
% Free Lunch	72.8%	% Reduced Lunch		0.9%
% Limited English Proficient	23.7%	% Students with Disabilities		23.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		0.7%
% Hispanic or Latino	43.4%	% Asian or Native Hawaiian/Pacific Islander		37.8%
% White	16.6%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	11.19	# of Assistant Principals (2014-15)		4
# 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)		1.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		3.71
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	31.6%	Mathematics Performance at levels 3 & 4		54.2%
Science Performance at levels 3 & 4 (4th Grade)	94.7%	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	YES	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.

#### School Strengths

We were rated well-developed in all five indicators on our School Quality Review for the 2013-14 school year. This review was conducted by our Superintendent, Isabel DiMola, on October 27<sup>th</sup> 2014

#### Instructional Core

- **1.1 (Curriculum):** All curricula align to the Common Core Learning Standards and are continually refined using student data to purposefully ensure that all students and student groups have access to cognitively challenging tasks. **(well-developed)**

o **Impact:** Curricula decisions ensure coherence and promote college and career readiness by strategically integrating the instruction shifts. Analysis of data and student work ensure appropriate access to all learners including highest and lowest achieving students, English language learners and students, so that all learners engage in tasks and deep thinking

- **1.2 (Pedagogy) :** Pedagogy in the vast majority of classrooms demonstrates high quality instructional supports, including questioning and discussion, and extensions into the curricula, as well as student work product that reflects high levels of student thinking and participation by all students. **(well-developed)**

o **Impact:** Classrooms across all grades evidence instructional practice that uses a variety of teaching strategies to engage all learners in activities that promote higher order thinking in all students including students with disabilities and English language learners resulting in student work that is demonstrative of rigor, student cognition and student ownership of learning.

- **2.2 (Assessment):** Across the vast majority of classrooms, the use of assessments, rubrics, student self- assessments, and ongoing checks for understanding allow for a clear portrait of student mastery and meaningful feedback to students. **(well-developed)**

o **Impact:** The school’s systems to monitor progress through deep analysis of data gathered from various assessments and during classroom instruction allow teachers to consistently refine unit and lesson plans to meet student-learning needs and to provide students with information, thus making them aware of their next learning steps

#### English Language Arts:

- In 2013-14 32% of our students scored at a level 3 or 4 on the NYS ELA State Exam.
- In 2012-13 30% of our students scores at a level 3 or 4 on the NYS ELA State Exam.

- We had a 2% increase on the ELA exam between the 2012-13 school year and the 2013-14.
- The City average was 30% for the 2013-14 school year.
- In 2013-14 we exceeded targets for student progress for all students and the lowest performing students for the ELA exam.

Math:

- In 2013-14 54% of our students scored at a level 3 or 4 on the NYS ELA Math Exam.
- In 2012-13 42% of our students scored at a level 3 or 4 on the NYS Math Exam.
- We had a 12% increase on the Math exam between the 2012-13 and 2013-2014.
- The City average was 39% for the 2013-14 school year.
- In 2013-14 we exceeded targets for student progress for all students and the lowest performing students for the Math exam.

Pass Rates:

- Our pass rate by our former 5<sup>th</sup> graders in their 6<sup>th</sup> grade courses in math, English, social studies and science is 99%.
- The city average is 93%.
- The district average is 98%.

Currently 32% of our students are scoring at or above proficiency, resulting in the need to increase proficiency across all grades and subgroups.

**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, school year, all students inclusive of English Language Learners (ELLs) and Students with Disabilities (SWDs) will demonstrate progress in English Language Arts as measured by a 3% increase in the number of students scoring at Level 3 & 4 on the NYS ELA assessment.

**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 Rigorous Instruction and the Common Core 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>1. Research-based instructional Programs, professional development and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> <li>• The creation of model technology classrooms with full laptop capacity for every student.</li> <li>• The addition of a fictional passage with 5 multiple choice and 1 short response to the existing unit baseline and culminating assessments for each unit of study of study in grades 3-5.</li> <li>• Re-vamping curriculum maps 3-5, to represent a balance of fiction and non-fiction text (3 weeks fiction, 3 weeks non-fiction) for each unit.</li> <li>• The addition of extended response practice every other week for students grades 3-5 starting in October.</li> <li>• The re-vamping of the scope and sequence for Core Knowledge in grades K-2 including the extension of units to 6 weeks to provide for deeper learning within each unit and to better align with curriculum in grades 3-5.</li> <li>• Continuing to modify instruction K-5 to “balance the literacy” including elements of the workshop model such as shared, guided and independent reading.</li> <li>• Grade 2 students will participate in baseline and culminating assessments similar to those in grades 3-5 starting in their fourth unit of study.</li> </ul>	<p>All Students</p>	<p>September 2015 to June 2016</p>	<p>Administration All Teaching Staff</p>

<ul style="list-style-type: none"> <li>• Continued revision of the scope and sequence of phonics instruction K-2 to ensure reading proficiency by the end of grade 2.</li> <li>• A targeted focus on tier 2 and tier 3 vocabulary in K-5.</li> <li>• Continued professional development on 3b: Questioning and Discussion, targeting the creation of text-dependent questions on student task cards.</li> <li>• Continued professional development on reading skills and strategies, assessment in instruction, writing and metacognition (think alouds).</li> <li>• Targeted professional development for teachers of ELL, SWD and AIS students in the area of phonics, reading and language instruction.</li> <li>• Monthly professional development committee meetings in consultation with the principal to provide administration with specific feedback that informs the next steps for professional development.</li> <li>• The development of 7 –trait rubrics for each writing genre in K-2.</li> <li>• An effective extended day program in the areas of ELA and Math.</li> <li>• A Saturday program designed to provide enrichment and service opportunities for students in grades 4 and 5 inclusive of ELL’s and SWD’s</li> </ul>			
<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups.</p> <ul style="list-style-type: none"> <li>• Increase the arsenal of RTI resources to include the following Voyager, Passport, IXL, Iready, Imagine Learning and Myon in grades 3-5.</li> <li>• ICT classrooms will have two Smart boards and increase the use of technology (the addition of Ipads and Laptops) to support parallel and alternative models for instruction.</li> <li>• On-going cycles of inquiry driven in analyzing data and looking at student work for specific subgroups of students, resulting in differentiated instruction targeted to meet the individual needs of learners.</li> </ul>	All Students	September 2015 to June 2016	Administration All Teaching Staff

<ul style="list-style-type: none"> <li>• Data meetings held by administration both by grade and individual teacher to monitor the progress for groups of students</li> <li>• The continued use of Universal Designs for learning to provide multiple entry and access points for all learners.</li> <li>• Continued opportunities for Para-professionals to engage in professional development to support classroom instruction.</li> </ul>			
<p>3. Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</p> <ul style="list-style-type: none"> <li>• Utilizing Tuesday, parent engagement time to meet with parents to discuss the progress and needs of their children.</li> <li>• Monthly newsletters for parents from teachers keeping them up to date on what their children are learning.</li> <li>• Frequent updates to the school website and class pages providing parents with information and resources regarding the curriculum.</li> <li>• Differentiated parent workshops to meet the specific needs of parents that align to the needs of their individual children.</li> <li>• Providing parents literacy toolkits (vocabulary cards, workbooks, and magnetic letters) to use with children at home.</li> </ul>	All Students	September 2015 to June 2016	Administration All Teaching Staff Parent Coordinator

**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>Resources Needed:</p> <ul style="list-style-type: none"> <li>• Adjustments to scheduling to provide collaborative planning time for teachers across a grade.</li> <li>• The purchase of test sophistication materials including, NY Ready, Coach Performance and Finish Line.</li> <li>• The re-purchase of Iready, Myon, Discovery Education, IXL and Imagine learning to support instructional technology.</li> <li>• The purchase of guided reading materials in fiction, non-fiction and the content areas.</li> <li>• The purchase of additional laptops to support the use of instructional technology.</li> <li>• Title III afterschool program/materials</li> </ul>

<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	X	Title III, Part A		Title III, Immigrant
X	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> <ul style="list-style-type: none"> <li>• Inquiry cycles will be conducted for every unit of study to assess the progress of students from the baseline to the culminating assessment in both reading and writing skills. Progress and proficiency will be measured by class and grade for each assessment cycle. The data will be used to inform instruction for the following unit of study.</li> <li>• Fountas and Pinnell running record assessments will be conducted 4 times a year (K-2) and 3 times a year (3-5). Progress and proficiency will be measured by class and grade for each assessment cycle.</li> <li>• ELA Periodic assessments will be administered in the fall and spring, to measure and track progress and proficiency.</li> </ul>
<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 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.

#### **School Quality Review 2014-15**

##### School Culture

- **3.4 (High Expectations):** High expectations are systematically communicated to the entire school community including teachers, students and parents via several modes of communications. Professional development, parent workshops and teacher feedback place students on a path of college and career readiness. **(Well Developed)**

o **Impact:** Structures that support high expectations across all constituencies result in a culture of mutual accountability between the school and families and promote an environment where all students have ownership over their educational experience and are prepared for the next level.

#### **ELA Performance Data for Limited English Proficient Learners**

##### Grade 3

-In 2012-13, 67% of our grade 3 Limited English Proficient students scored at a level 1 on the NYS ELA exam.

-In 2013-14, 55% of our grade 3 Limited English Proficient students scored at a level 1 on the NYS ELA exam.

-There was a significant decrease in the number of students scoring at a level 1 between 2014 and 2015.

##### Grade 4

-In 2012-13, 41% of our grade 4 Limited English Proficient students scored at a level 1 on the NYS ELA exam.

-In 2013-14, 68% of our grade 4 Limited English Proficient students scored at a level 1 on the NYS ELA exam.

-There was a significant increase in the number of students scoring at a level 1 between 2014 and 2015.

##### Grade 5

-In 2012-13, 67% of our grade 5 Limited English Proficient students scored at a level 1 on the NYS ELA exam.

-In 2013-14, 50% of our grade 5 Limited English Proficient students scored at a level 1 on the NYS ELA exam.

- There was a significant decrease in the number of students scoring at a level 1 between 2014 and 2015.

##### Grades 3-5

- In 2012-13, 59% of our Limited English Proficient students (3-5) scored at a level 1 on the NYS ELA exam.
- In 2013-14, 60% of our Limited English Proficient students (3-5) scored at a level 1 on the NYS ELA exam.
- There was a slight increase in the number of students scoring at a level 1 between 2014 and 2015.

The data indicates that we have had minimal progress in terms of decreasing our

### **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, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will improve reading comprehension for our ELL population through the revision of ELL curriculum to better align to the Common Core Reading Standards, providing ELL students more targeted instruction in reading complex text and answering text dependent questions, as measured by a 3% decrease in the number of ELLs receiving 1’s on the NYS ELA exam and/or a 3% increase in the number of students moving towards Commanding as indicated by the NYSESLAT.

### **Part 3 – Action Plan**

<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> <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>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
1. Research-based instructional Programs, professional development and/or systems and structures needed to impact change. <ul style="list-style-type: none"> <li>• The revision of ESL curriculum maps to include sequenced scope of skills for each English proficiency level (entering, emerging, transitioning, expanding, and commanding).</li> <li>• Differentiated end of unit assessments for students at each English proficiency level.</li> </ul>	All Students	September 2015-June 2016	All teaching staff  Administration

- The addition of digital progress monitoring through the school wide platform of Google Docs, to track the progress of our ESL learners at each level of proficiency.
- Provide opportunities for ESL teachers to work closely and collaboratively with classroom teachers.
- The addition of a fictional passage with 5 multiple choice and 1 short response to the existing unit baseline and culminating assessments for each unit of study of study in grades 3-5.
- Re-vamping curriculum maps 3-5, to represent a balance of fiction and non-fiction text (3 weeks fiction, 3 weeks non-fiction) for each unit.
- The addition of extended response practice every other week for students grades 3-5 starting in October.
- The re-vamping of the scope and sequence for Core Knowledge in grades K-2 including the extension of units to 6 weeks to provide for deeper learning within each unit and to better align with curriculum in grades 3-5.
- Continuing to modify instruction K-5 to “balance the literacy” including elements of the workshop model such as shared, guided and independent reading.
- Grade 2 students will participate in baseline and culminating assessments similar to those in grades 3-5 starting in their fourth unit of study.
- Continued revision of the scope and sequence of phonics instruction K-2 to ensure reading proficiency by the end of grade 2.
- A targeted focus on tier 2 and tier 3 vocabulary in K-5.
- Continued professional development on 3b: Questioning and Discussion, targeting the creation of text-dependent questions on student task cards and changes to the NYSESLAT.
- Continued professional development on reading skills and strategies, assessment in instruction, writing and metacognition (think alouds).
- Targeted professional development for teachers of ELL, SWD and AIS students in the area of phonics, reading and language instruction.

<ul style="list-style-type: none"> <li>• Monthly ESL study groups, focused on best practices for teaching English Language Learners</li> <li>• An effective extended day program in the areas of ELA and Math.</li> <li>• A Saturday program designed to provide enrichment and service opportunities for students in grades 4 and 5 inclusive of ELL's and SWD's</li> </ul>			
<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups.</p> <ul style="list-style-type: none"> <li>• Increase in the arsenal of guided reading materials for ESL learners.</li> <li>• The continued use of Ipad apps to build language skills (translated dictionaries, Brainpop ESL)</li> <li>• Increase the arsenal of RTI resources to include the following Voyager, Passport, IXL, Iready, Imagine Learning and Myon in grades 3-5.</li> <li>• ICT classrooms will have two Smart boards and increase the use of technology (the addition of Ipads and Laptops) to support parallel and alternative models for instruction.</li> <li>• On-going cycles of inquiry driven in analyzing data and looking at student work for specific subgroups of students, resulting in differentiated instruction targeted to meet the individual needs of learners.</li> <li>• Data meetings held by administration both by grade and individual teacher to monitor the progress for groups of students</li> <li>• The continued use of Universal Designs for learning to provide multiple entry and access points for all learners.</li> <li>• Continued opportunities for Para-professionals to engage in professional development to support classroom instruction for ESL learners.</li> </ul>	All Students	September 2015 to June 2016	All Teaching Staff Administration
<p>3. Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</p> <ul style="list-style-type: none"> <li>• Utilizing Tuesday, parent engagement time to meet with parents to discuss the progress and needs of their children.</li> </ul>	All Students	September 2015-June 2016	All Teaching Staff Administration Parent Coordinator

<ul style="list-style-type: none"> <li>• Monthly newsletters for parents from teachers keeping them up to date on what their children are learning.</li> <li>• Frequent updates to the school website and class pages providing parents with information and resources regarding the curriculum.</li> <li>• A list of websites and resources for ESL students to use at home with parents.</li> <li>• Differentiated parent workshops to meet the specific needs of parents that align to the needs of their individual children.</li> <li>• Providing parents literacy toolkits (vocabulary cards, workbooks, magnetic letters) to use with children at home.</li> </ul>			

**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.											
Resources Needed:											
<ul style="list-style-type: none"> <li>• Adjustments to scheduling to provide collaborative planning time for teachers across a grade.</li> <li>• Adjustments to scheduling to provide opportunities for ESL staff to push into classroom during the the literacy block.</li> <li>• The purchase of test sophistication materials including, NY Ready, Coach Performance and Finish Line.</li> <li>• The re-purchase of Iready, Myon, Discovery Education, IXL and Imagine learning to support instructional technology.</li> <li>• The purchase of guided reading materials designed for ESL learners in fiction, non-fiction and the content areas.</li> <li>• The purchase of additional laptops to support the use of instructional technology.</li> <li>• The purchase of Ipad Apps to support ESL learners.</li> <li>• Title III afterschool program/materials</li> </ul>											
<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	X	Title III, Part A		Title III, Immigrant
X	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.
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- Inquiry cycles will be conducted for every unit of study to assess the progress of ESL students from the baseline to the culminating assessment in both reading and writing skills. Progress and proficiency will be measured by class and grade for each assessment cycle. The data will be used to inform instruction for the following unit of study.
- Inquiry cycles will be conducted for every unit of study to assess the progress and proficiency skills of students on ESL unit assessments measuring the four modalities of reading, writing, speaking and listening.
- Fountas and Pinnell running record assessments will be conducted 4 times a year (K-2) and 3 times a year (3-5). Progress and proficiency will be measured by class and grade for each assessment cycle.
- ELA Periodic assessments will be administered in the fall and spring, to measure and track progress and proficiency of ESL students.
- Mid-year data meetings will be held with each teacher to analyze data trends and formulate next steps.

**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 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.

#### **Quality Review 2014-15**

##### Systems for Improvement

• **4.2 (Teacher Teams and Leadership Development):** The vast majority of teachers engage in inquiry work systematically analyzing the impact of teacher practice and strengthening leadership roles. Teacher teams also play an integral role in key school decisions and are currently expanding their work, and deepening their study of the needs of individual students. **(well-developed)**

o **Impact:** The work of teacher teams results in teacher leadership throughout the school, and deep understanding of the instructional practices that impact student learning, and substantial gains for all subgroups of students in mathematics and English language arts. Yet, teams are deepening their focus in using data at a granular level for individual students and aligning instructional strategies that yield outcomes where the majority of individual students within subgroups are achieving the necessary gains to move their overall performance to mastery of standards.

#### **School Based Data for K-2**

##### Kindergarten

• In 2014 33% of our kindergartners were reading on or above grade level as determined by Fountas & Pinnell Running Records Assessments.

• In 2015 66% of our kindergartners were reading on or above grade level as determined by Fountas & Pinnell Running Records Assessments.

##### Grade 1

• In 2014 58% of our first graders were reading on or above grade level as determined by Fountas & Pinnell Running Records Assessments.

• In 2015 76% of our first graders were reading on or above grade level as determined by Fountas & Pinnell Running Records Assessments.

##### Grade 2

• In 2014 64% of our second graders were reading on or above grade level as determined by Fountas & Pinnell Running Records Assessments.

- In 2015 79% of our second graders were reading on or above grade level as determined by Fountas & Pinnell Running Records Assessments.

The data indicates that K-2 students made significant improvements in reading accuracy and reading comprehension between the 2014 and 2015 school years. We will continue to improve proficiency rates for all students including subgroups (

## 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, 70% (Grade K), 80% (Grade 1), 83% (Grade 2) of students, inclusive of ELL’s and SWD’s will be on or above grade level in reading accuracy and comprehension as determined by the Fountas & Pinnell Running Record Assessment which will be conducted 4 times a year to track growth and progress.

## Part 3 – Action Plan

<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> <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>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<p>1. Research-based instructional Programs, professional development and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> <li>• The re-vamping of the scope and sequence for Core Knowledge in grades K-2 including the extension of units to 6 weeks to provide for deeper learning within each unit and to better align with curriculum in grades 3-5.</li> <li>• Continuing to modify instruction K-5 to “balance the literacy” including elements of the workshop model such as shared, guided and independent reading.</li> </ul>	<p>All Students</p>	<p>September 2015 – June 2016</p>	<p>Administration All Teaching Staff</p>

<ul style="list-style-type: none"> <li>• Grade 2 students will participate in baseline and culminating assessments similar to those in grades 3-5 starting in their fourth unit of study.</li> <li>• Continued revision of the scope and sequence of phonics instruction K-2 to ensure reading proficiency by the end of grade 2.</li> <li>• Strategic intervention for our K-2 students through the use of Passport, systematic phonics instruction and guided reading.</li> </ul>			
<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups.</p> <ul style="list-style-type: none"> <li>• Increase the arsenal of RTI resources to include the following Voyager, Passport, IXL, Iready, Imagine Learning and Myon in grades K-5.</li> <li>• ICT classrooms will have two Smart boards and increase the use of technology (the addition of Ipads and Laptops) to support parallel and alternative models for instruction.</li> <li>• On-going cycles of inquiry driven in analyzing data and looking at student work for specific subgroups of students, resulting in differentiated instruction targeted to meet the individual needs of learners.</li> <li>• Data meetings held by administration both by grade and individual teacher to monitor the progress for groups of students</li> <li>• The continued use of Universal Designs for learning to provide multiple entry and access points for all learners.</li> <li>• Continued opportunities for Para-professionals to engage in professional development to support classroom instruction.</li> <li>• The continued use of guided reading as a means to scaffold students in reading on their “instructional” level.</li> </ul>	All Students	September 2015 – June 2016	Administration All Teaching Staff
<p>3. Strategies to promote teacher-parent collaborations to improve student achievement.</p> <ul style="list-style-type: none"> <li>• Utilizing Tuesday, parent engagement time to meet with parents to discuss the progress and needs of their children.</li> <li>• Monthly newsletters for parents from teachers keeping them up to date on what their children are learning.</li> </ul>	All Students	September 2015-June 2016	Administration All Teaching Staff Parent Coordinator

<ul style="list-style-type: none"> <li>• Frequent updates to the school website and class pages providing parents with information and resources regarding the curriculum.</li> <li>• Differentiated parent workshops to meet the specific needs of parents that align to the needs of their individual children.</li> <li>• Providing parents literacy toolkits (vocabulary cards, workbooks, and magnetic letters) to use with children at home.</li> </ul>			

**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>Resources Needed:</p> <ul style="list-style-type: none"> <li>• Adjustments to scheduling to provide collaborative planning time for teachers across a grade.</li> <li>• Adjustments to scheduling to provide opportunities for ESL staff to push into classroom during the literacy block.</li> <li>• The purchase of test sophistication materials including, NY Ready, Coach Performance and Finish Line.</li> <li>• The re-purchase of Iready, Myon, Discovery Education, IXL and Imagine learning to support instructional technology.</li> <li>• The purchase of guided reading materials designed for ESL learners in fiction, non-fiction and the content areas.</li> <li>• The purchase of additional laptops to support the use of instructional technology.</li> <li>• The purchase of Ipad Apps to support ESL learners.</li> <li>• Title III afterschool program/materials</li> </ul>
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<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	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> <ul style="list-style-type: none"> <li>• Fountas and Pinnell running record assessments will be conducted 4 times a year (K-2) and 3 times a year (3-5). Progress and proficiency will be measured by class and grade for each assessment cycle. This data will be used to create AIS programming and modify instruction and curriculum for the following cycle.</li> <li>• Mid-year data meetings will be held with each teacher to analyze data trends and formulate next steps.</li> </ul>
<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 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.

#### **2013-14 School Environment Survey**

1. 100% of the staff “strongly agree/agree” that school leaders communicate a clear vision for the school.
2. 100% of the staff “strongly agree/agree” that school leaders understand how students learn.
3. 100% of the staff “strongly agree/agree” that school leaders place a high priority on the quality of teaching.
4. 100% of the staff “strongly agree/agree” that school leaders have clear measures of progress for student achievement throughout the school year.
5. 100% of the staff “strongly agree/agree” that the school uses multiple forms of student achievement data to improve instructional decisions.

#### **Advance Teacher Evaluation Data:**

-In 2015, for the component 3b: Questioning and Discussion, evaluations were distributed as follows:

-3% Ineffective, 12% Developing, 70% Effective, 15% Highly Effective

-In 2015, overall teacher level evaluations were distributed as follows:

-9% Developing, 45% Effective, 44% Highly Effective

#### **End of Year Summative Conferences:**

As indicated by teachers in their end of year summative conferences, over 50% of teachers asked for continued support in the area of Questioning and Discussion.

The data indicates that less than one-third of our teachers are highly effective in the area of questioning and discussion. As a result, next year we will continue to provide intense focus and professional development around this component to strengthen teacher practice and increase student achievement.

### **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, at least 20% of teachers will score at the level highly effective in the area of 3b: Questioning and Discussion using the Charlotte Danielson Framework for Teaching. This will result in all students inclusive of English Language Learners and Students with Disabilities demonstrating progress in English Language Arts as measured by a 3% increase (119 student total) in the number of students scoring at Level 3 & 4 on the NYS ELA assessment.

**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>1. Research-based instructional Programs, professional development and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> <li>• Continued use of task cards that provide students practice in answering text dependent questions daily.</li> <li>• A generated list of question stems for teachers to use designated by skill.</li> <li>• Specific feedback during post-observations in the area of 3b: Questioning and Discussions that provides teachers steps towards moving into highly effective.</li> <li>• The purchase of professional literature on questioning and discussion.</li> <li>• Inter-visitations allowing teachers to observe one another in the area of questioning and discussion</li> <li>• The addition of a fictional passage with 5 multiple choice and 1 short response to the existing unit baseline and culminating assessments for each unit of study of study in grades 3-5.</li> </ul>	<p>All Teaching Staff</p>	<p>September 2015-June 2016</p>	<p>Administration All Teaching Staff</p>

<ul style="list-style-type: none"> <li>• Re-vamping curriculum maps 3-5, to represent a balance of fiction and non-fiction questions/skills (3 weeks fiction, 3 weeks non-fiction) for each unit.</li> <li>• The addition of extended response practice every other week for students grades 3-5 starting in October.</li> <li>• Continuing to modify instruction K-5 to “balance the literacy” including elements of the workshop model such as shared, guided and independent reading.</li> <li>• Grade 2 students will participate in baseline and culminating assessments similar to those in grades 3-5 starting in their fourth unit of study.</li> <li>• A targeted focus on tier 2 and tier 3 vocabulary in K-5.</li> <li>• Continued professional development on 3b: Questioning and Discussion, targeting the creation of text-dependent questions on student task cards.</li> <li>• Continued professional development on crafting text dependent questions and student centered classroom discussion.</li> <li>• Monthly professional development committee meetings in consultation with the principal to provide administration with specific feedback that informs the next steps for professional development.</li> <li>• The implementation of Socratic seminar and other discussion protocols as part of the literacy block.</li> </ul>			
<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups.</p> <ul style="list-style-type: none"> <li>• Increase the arsenal of RTI resources to include the following Voyager, Passport, IXL, Iready, Imagine Learning and Myon in grades K-5.</li> <li>• ICT classrooms will have two Smart boards and increase the use of technology (the addition of Ipads and Laptops) to support parallel and alternative models for instruction.</li> <li>• On-going cycles of inquiry driven in analyzing data and looking at student work for specific subgroups of students, resulting in differentiated instruction targeted to meet the individual needs of learners.</li> </ul>	All Teaching Staff	September 2015-June 2016	Administration All Teaching Staff

<ul style="list-style-type: none"> <li>• Data meetings held by administration both by grade and individual teacher to monitor the progress for groups of students</li> <li>• The continued use of Universal Designs for learning to provide multiple entry and access points for all learners.</li> <li>• Continued opportunities for Para-professionals to engage in professional development to support classroom instruction.</li> <li>• The continued use of guided reading as a means to scaffold students in reading on their “instructional” level.</li> </ul>			
<p>3. Strategies to promote parent leadership and engagement as a key lever for school improvement.</p> <ul style="list-style-type: none"> <li>• Provide parents questions stems for fiction and non-fiction to utilize at home with their children.</li> <li>• Utilizing Tuesday, parent engagement time to meet with parents to discuss the progress and needs of their children.</li> <li>• Monthly newsletters for parents from teachers keeping them up to date on what their children are learning.</li> <li>• Frequent updates to the school website and class pages providing parents with information and resources regarding the curriculum.</li> <li>• Differentiated parent workshops to meet the specific needs of parents that align to the needs of their individual children.</li> <li>• Providing parents literacy toolkits (vocabulary cards, workbooks, and magnetic letters) to use with children at home.</li> </ul>			

**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>Resources Needed:</p> <ul style="list-style-type: none"> <li>• The purchase of literature on questioning and discussion techniques.</li> <li>• Monday PD time will focus on professional development centered on questioning and discussion.</li> <li>• Adjustments to scheduling to provide collaborative planning time for teachers across a grade.</li> </ul>

- Adjustments to scheduling to provide opportunities for ESL staff to push into classroom during the literacy block.
- The purchase of test sophistication materials including, NY Ready, Coach Performance and Finish Line.
- The re-purchase of Iready, Myon, Discovery Education, IXL and Imagine learning to support instructional technology.
- The purchase of guided reading materials designed differentiated learners in fiction, non-fiction and the content areas.
- The purchase of additional laptops to support the use of instructional technology.
- The purchase of Ipad Apps to support differentiated learners.
- Title III afterschool program/materials

**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		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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.

- Three cycles of administrative inquiry will take place in which the administrative team will analyze teacher ratings in the areas of 3b and use the data to modify professional development plans.
- Inquiry cycles will be conducted for every unit of study to assess the progress of students from the baseline to the culminating assessment in answering text dependent questions. Progress and proficiency will be measured by class and grade for each assessment cycle. The data will be used to inform instruction for the following unit of study as well as modify professional development plans.

**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 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.

#### **2013-14 Learning Environment Survey**

1. 99% of parents “strongly agree/agree” that the school keeps them informed about their child’s progress.
  2. 97% of the parents “strongly agree/agree” that the school has high expectations for their child.
  3. 96% of the parents “strongly agree/agree” that the school has helped their child to keep on track for college, career, and success in life after high school .
1. 100% of parents completed the parent survey for the 2014-15 school year.

The above data collected from our School Survey indicates that parents feel they are well informed about the progress of their children and that the school excels in offering their children the type of education that will keep them on track for success. We would like to provide more academic workshops for parents in an effort to equip parents with the tools they need to help their individual children at home.

### 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.

During the 2015-16 school year, we will provide a 10% increase in the number of parental workshops targeted around the academic needs of our neediest students inclusive of but not limited to our SWD and ELL subgroups. This will result in all students inclusive of English Language Arts as measured by a 3% increase (119 student total) in the number of students scoring at Level 3 & 4 on the NYS ELA assessment.

### 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>
<p>1. Research-based instructional programs , professional development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> <li>• We will continue to deepen community relationships with the Shorefront Nursing Home and Grady High school.</li> <li>• Increased parent workshops targeting the academic needs of students in K-2 and 3-5.</li> <li>• Increased teacher-parent meetings for parents of students in prekindergarten.</li> <li>• Increased teacher-parent meetings for parents of ELL and SWD students.</li> <li>• Increased parent workshops in the use of technology to support learning at home.</li> <li>• Increased parent workshops in the area of language development.</li> </ul>	<p>Families, Students</p>	<p>September 2015- June 2016</p>	<p>Administration All Teaching Staff Parent Coordinator</p>
<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups.</p> <ul style="list-style-type: none"> <li>• Increase in translation service and communication tools to strengthen home school-partnerships.</li> <li>• Targeted workshops for parents of children with Autism.</li> <li>• Targeted workshops for parents of ELL students.</li> </ul>	<p>Families, Students</p>	<p>September 2015- June 2016</p>	<p>Administration All Teaching Staff Parent Coordinator</p>

<p>3. Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</p> <ul style="list-style-type: none"> <li>• Parents will be invited to curriculum conferences and grade specific workshops to obtain information about the curriculum and how to support students at home.</li> <li>• Parents will be encouraged to share their needs with administration and the parent coordinator.</li> <li>• Tuesday will be utilized for teachers to provide telephone and face to face meetings with parents on the progress and performance of their children.</li> <li>• Parents will participate in a parent interest survey to aid in designing workshops for the upcoming school year.</li> </ul>	Families, Students	September 2015- June 2016	Administration All Teaching Staff Parent Coordinator

**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>Resources Include:</p> <ul style="list-style-type: none"> <li>• Translation Services</li> <li>• Saturday Services and Workshops for Parents</li> <li>• Tuesday, Parent Engagement Time</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	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>
<ul style="list-style-type: none"> <li>• We will provide parents with exit slips upon completion of each workshop, as a means to reflect on the effectiveness of the workshop as well as plan for next steps.</li> <li>• We will meet during cabinet meetings to discuss and plan for parent workshops. This will include examining data trends for student need and parent interest surveys.</li> </ul>
<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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p><b>English Language Arts (ELA)</b></p>	<p>At-risk students are defined as students scoring L1 and L2 on informal class assessments, formal assessments and class observations.</p> <p>At-risk students are defined as students scoring L1 and L2 on informal class assessment, formal assessments and class observations.</p>	<p><b>Funded Literacy</b></p> <p>1. Students are provided with remediation in inclusive of content areas of Literacy, Social Studies and Science. This instruction will be provided to a subgroup of students whose needs are the same. The teacher will vary the modality of instruction in addition to providing differentiated instruction that will best meet the needs of the students. Ongoing articulation between funded and classroom teachers ensures the instructional alignment of the educational program. Funded teachers bolster the home/school link by providing monthly workshops, monthly parent letters that are sent home in order to provide parents with curriculum updates, class happenings and areas of</p>	<p>Via a push in/pull out model of instruction</p> <p>1:8. /1:10 Teacher/Student service ratio.</p> <p>Small Group Instruction 12-17 Students</p> <p>At-risk remediation after school.</p> <p>1:17 Teacher/Student ratio.</p> <p>1:1 Teacher/Student service ratio.</p> <p>1:8 Teacher/Student service ratio.</p> <p>1:1 Student/Computerized Instruction</p>	<p>Services are provided 3 to 5 times a week during school hours.</p> <p>October 2015-June 2016</p> <p>This service is available during the school day; two to five days per week for approximately forty five minutes during the months of September 2015- June 2016.</p> <p>Services are provided 2 times per week W/Th - 2:25 – 2:55 Non ESL Program</p> <p>W/Fr – 2:25 – 3:55 ESL Program</p> <p>Service is provided 3-4 times per week-15 minutes per session.</p> <p>Service is provided 4 times per week-40 minutes per session.</p> <p>Services can be provided daily.</p>

		<p>concentration. The school and class website is available to parents in order to provide additional suggestions and tools for use at home with their children. Teachers utilize this site as an additional opportunity to provide information to parents which provides activities for parents to use with their children in order to increase student achievement.</p> <p><b><u>2 - An after school ELA/ESL program</u></b>  provides students in grades 3-5(inclusive of Special Ed and ELL) differentiated instruction in the area of skill/strategy building and writing. This program incorporates all content areas with a focus levels on Social Studies/Science specifically.</p> <p><b><u>3 - Great Leaps for</u></b>  students in grades 2-5 (inclusive of SWD's and former ELL's). This service supports students who need to further develop their letter/sound recognition, phonemic awareness, and fluency/accuracy</p> <p><b><u>4- Passport</u></b> -This service supports students who need to further develop</p>		
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		<p>their letter/sound recognition, phonemic awareness, and fluency/accuracy.</p> <p><b>5- I-Ready- Grades 3-5</b> Diagnostic for reading that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.</p>		
<p><b>Mathematics</b></p>	<p>At-risk students are defined as students scoring L1 and L2 on informal class assessment, formal assessments and class observations.</p> <p>At-risk students are defined as students scoring L1 and L2 on informal class assessment, formal assessments and class observations.</p>	<p>Students are provided with intensive skills-based instruction in grades 3-5. Differentiated instructional techniques are utilized in order to provide students with activities that meet their specific needs. There is ongoing articulation between funded and classroom teachers in order to ensure alignment of the educational programs and curriculum. In order to bolster the home/school link, parents are provided with monthly workshops, which provide them with activities to use with their children in order to ensure student progress (October 2013-June 2014).</p> <p><b>2 - An after school math program</b> will be provided to</p>	<p>1:8 – 1:10 Teacher/Student service ratio.</p> <p>1:15-1:17 Teacher/Student service ratio</p> <p>At-risk students are provided remediation mathematics via push in/pull out model of instruction Great Leaps Math.</p> <p>1:1 Teacher/Student service ratio.</p> <p>1:1 Student/Computerized Instruction</p>	<p>Services will be provided 3-5 times per week – 45 minutes per session September 2015 – June 2016.</p> <p>Services are provided 2 times per week W/Th - 2:25 – 2:55 Non ESL Program</p> <p>W/Fr – 2:25 – 3:55 ESL Program</p> <p>3-5 Days per week for 15-20 minutes per session.</p> <p>Service can be provided daily.</p>

		<p>students in grades 3-5 (inclusive of Special Ed and ELLs). The program focus will include computation and problem solving exploration.</p> <p><b>3 - Students in grades 2-5 <u>Great Leaps Math</u></b> provides students additional support in the areas of Mathematical Computation. This program is available two to five days per week based on identification of need. The program focus will include computation and problem solving exploration.</p> <p><b>4. - I-Ready- Grades ( 3-5 )</b> Diagnostic tool for mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.</p>		
<b>Science</b>	<p>At-risk students are defined as students scoring L1 and L2 on State Exams, formal and informal assessments. Students will be provided content area instruction specifically targeting those skills that have been identified as deficient.</p>	<p>Students will be provided differentiated guided instruction in those areas by the service provider in an effort to improve these skills to ensure that they meet and/or exceed Grade Level Performance Targets.</p>	<p>Via a push in/pull out model of instruction</p> <p>Services are provided to students ratio 1:8</p>	<p>January 2015-June 2016.</p> <p>This service is available during the school day 4 times per week forty five minutes per session</p>
<b>Social Studies</b>	<p>At-risk students who are defined as those scoring L1 and L2 on grade level formal</p>	<p>Students will be provided differentiated guided instruction in those</p>	<p>Via a push in/pull out model of instruction</p>	<p>Services are provided 3 to 5 times a week during school hours.</p>

	and/or informal assessments will be provided content area instruction specifically targeting those skills that have been identified as deficient.	areas by the service provider in an effort to improve these skills to ensure that they meet and/or exceed Grade Level Performance Targets	Services are provided to students ratio 1:8/11:10	This service is available during the school day; 2-3 days per week for approximately forty five minutes during the months of September 2015- June 2016.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling students are defined as those students that are in need of social/emotional strengthening and growth. They are identified by the classroom teacher and /or family member.	Students will be provided at risk counseling through differentiated activities that are meant to target specific areas of social/emotional growth and well-being. The Guidance Counselor, School Psychologist /and or Social Worker will collaborate with classroom teachers and/or family members in an effort to meet the students specific needs.	Via pull out model of at risk counseling services are provided to students in a ratio of 1:1 or in a group of 3 to 5 students provided by the School Social Worker, School Psychologist and/or Guidance Counselor	Services are provided for 8 weeks during school hours October 2015-June 2016. This service is available during the school day 1-2 times per week for approximately 30-45 minutes.

## 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 order to attract and retain Highly Qualified Teachers we will continue to provide the following:</p> <ul style="list-style-type: none"> <li>o We will advertise for vacancies on the DOE website and part of open market for high quality teachers. Rigorous interview process will take place to ensure high quality candidates including ATR teachers. Demonstration lesson, personal references will be required.</li> <li>o If necessary, Administrators will attend recruitment fairs to attract high quality candidates for vacancies.</li> <li>o Subject and Grade specific Instructional Lead Teachers will be identified in order to provide model lessons assist with instructional planning and work with teachers to baseline students most in need of additional support.</li> <li>o The Teacher Resource Center will continue to serve as an on-site resource where teachers can gain access to professional literature, instructional supports and sample templates to best meet the needs of their children.</li> <li>o Monthly Grade Meetings will provide teachers an opportunity to work collaboratively with administration to address new initiatives inclusive but not limited to CCLS, Differentiated and Rubric Driven Instruction.</li> <li>o Vertical Instructional Lead Meetings will be held weekly to address grade level instructional concerns and/or mandates.</li> <li>o Where applicable mentor teachers are assigned to assist with supporting new and struggling teachers.</li> <li>o Administration will work with Instructional Leaders to discuss opportunities for professional next steps and feedback.</li> <li>o Both tenured and non-tenured staff will be evaluated utilizing the Charlotte Danielson Framework for Teacher Effectiveness. In all cases opportunities to explore pedagogical concerns and next steps will be provided by administration.</li> <li>o 15% of teacher P.D. hours which will be dedicated to of ELL instruction in order to best meet the instructional needs of our Beginning, Intermediate and Advanced Learners.</li> </ul>

o 50% of ELL teacher P.D. hours to Common Core Learning Standards; specifically the impact of the Common Core Instructional shifts on teaching and learning as reflected by Charlotte Danielson Framework for Teacher Effectiveness.

o Our current teachers are all Highly Qualified.

## **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).

o High quality professional development sessions for teachers, principal, and paraprofessionals, and staff through the use of in house providers who demonstrate highly effective practices. In addition external vendors pending funding and Brooklyn Support Service Centers PD offerings. High quality professional development is provided to our staff in an ongoing manner by our Principal, A.P.'s, and Lead teachers.

o PD is differentiated by interest and by level of teacher effectiveness based on formal and informal observations.

o Surveys will be distributed and include a section that invites teachers to indicate their willingness to provide P.D.'s to colleagues.

o Professional Development in the areas of Data Driven Instruction – specifically focused on the CCLS in Math and Literacy will be provided throughout the school year beginning in September 2015 – June 2016.

o All staff will be provided Professional Development in the Response to Intervention (RTI) three tiered model of instructional support. This will enable them to identify and aggregate their most at-risk students

In an effort to address and provide training to teachers on Bullying and Respect for All we will attempt to offer DASA training to all those staff who are in need of and/or are interested in training.

We will, upon request, make every effort to provide DASA training to staff who are moving towards permanent certification.

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

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

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

N/A

### **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).

N/A

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

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

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

Our Family Assistant and Social Worker will continue to assist Pre-School families in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program to local elementary. A variety of workshops were designed to expose parents to our new ELA and Math programs within Pre-K and familiarize them with strands as well as K-2. In addition parents are provided with explicit literacy and math skills and strategies in order to support children at home. Parents have been given resources to assist in reinforcing skills at home such as books, toolkits, supplies, games, websites and hands-on projects. After administering F & P any child that is 2-3 levels below the benchmark is identified as a “focus” student. Parents of all focus students are specifically invited to attend a workshop that directs the challenges of our focus students.

Teachers use student data from classroom and curriculum aligned common assessments to inform instructional planning and decisions so that instruction is targeted and all students are aware of their next learning steps. Teachers use common assessments and administer benchmarks aligned to the ELA curriculum.

Pre-K is currently using Core Knowledge English Language Arts program to be better aligned with K-2. By focusing on the same domains as K-2, our Pre-K students are building background knowledge in Social Studies and Science content areas, building upon their content specific vocabulary and becoming acclimated with the Skills and Listening and Learning strand of the program. Pre-K has now adopted the WWS which is an authentic assessment program that aligns with our CCSS program. The data generated from WWS is used to drive and target instruction.

In order to ensure vertical alignment Pre-K – 5 teachers attend instructional lead meetings, horizontal and vertical team meetings, and professional development and Inquiry meetings. In an effort to properly identify and address the needs of all our students we provide Early Intervention Services. We will continue to work with and utilize strategies that develop social and emotional skills using visual tools to

**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.

Each year on a continuum teachers are provided professional development which addresses student data and assessments. These assessment selections are an outgrowth of the instructional lead meetings, grade meetings and school leadership meetings and are monitored and revisited throughout the school year. This year the MOSL team met extensively to discuss and select school based measures of student learning as well as provided input to administration regarding the professional development which would support teacher best practices.

**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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	724,735.00	X	17, 21, 25, 28, 32
Title II, Part A	Federal	83,847.00	X	17, 21,25,
Title III, Part A	Federal	20,944.00	X	17, 21, 25, 32
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,068,739.00	X	17,21, 25, 28, 32

**<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.

**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 253, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 253 will support parents and families of Title I students by:

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

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

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

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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)**

P.S. 253, 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.

## Application for Immigrant Funding

**Requirements:** Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

**Directions:** Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

<b>Part A: School Information</b>	
Name of School: PS 253 The Magnet School of Mu	DBN: 21K253
Name/Phone/Email Address of Contact Person: Lisa Speroni/718-332-3331/lisperon@schools.nyc.gov	
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)
<b>Part B: Direct Instruction Supplemental Program Information</b>	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: 150	
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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: 0	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Subgroups and grade levels of students to be served</li> <li>• Schedule and duration</li> <li>• Language of instruction</li> <li>• Number and types of certified teachers</li> <li>• Types of materials</li> </ul>	
Begin description here:	N/A
<b>Part C: Professional Development</b>	
Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Teachers to receive training</li> <li>• Schedule and duration</li> <li>• Topics to be covered</li> <li>• Name of provider</li> </ul>	
Begin description here: Together with Marquis Studios and our ENL teachers, our Parent Coordinator and School Aides, will receive Professional Development to enhance and support their role as Parent Literacy Partners. This Professional Development will be provided prior to the first Parent Literacy Session. The topics will include but not be limited to: - Using Modality Instruction to facilitate literacy - February 6, 2016 8:30 a.m. -9:30 a.m. - Scaffolding vocabulary to support language development at home - March 12, 2016 8:30 - 9:30 a.m.	

## Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider
- How parents will be notified of these activities

Begin description here:

Real family engagement is data-driven and must translate into increased student achievement. P.S 253's goal is to empower parents/ guardians to assist and monitor their child/children's learning. P.S 253's Parent Academy has monthly activities, workshops, resource materials and family engagement partnerships with various sources, for eg. Marquis Studios-Literacy Through The Arts; a new arts partnership with New York City arts and cultural organizations to sustain advance arts learning to students and families.

This year in collaboration with our Parent Teacher Association and School Leadership Team our Parent Coordinator has organized 6 Saturday Weekend Workshops: Literacy Through The Arts- Marquis Studios. Six Workshops: 3 Workshops for Grades PreK-2, Immigrant students and their families (ENL and Non-ENL Students)

and 3 Workshops for Grades 3-5, Immigrant students and their families (ENL and Non-ENL Students)

Rationale: Arts Partnership Program

This program supports arts partnerships that create and expand arts education opportunities for diverse groups of student participants, including ELLs and students with disabilities. School-based arts residences is designed to increase student achievement in and through the arts among a diverse group of learners, while developing, implementing and documenting best practices in arts education.

Parents/guardians will be invited to the listed activities below with an invitation that has a tear-off bottom if they will attend, their name and child's name and grade. Each engagement activity will have a brief description and be given to parents of students in the targeted grades for the specific Saturday program provided by Marquis Studios. \*Invitations will be translated in Native Home Languages as noted on the ELL's HLIS.

Provider: Marquis Studios

Topic 1: Mosaics for Grade 3-5 families

Date: Saturday, February 6, 2016

Time: 9:30 a.m.-11:00 a.m.

Topic 2: Oragami for Grade K-2 Families

Date: Saturday, February 28, 2015

Time: 9:30 a.m.-11:00 p.m.

Topic 3: Bhangra Dance for Grade K-2 Families

Date: Saturday, March 12, 2016

Time: 9:30 a.m.-11:00 a.m.

Topic 4: Self Portraits for Grades 3-5 Families

Date: Saturday, April 2, 2016

Time: 9:30 a.m.-11:00 a.m.

Topic 5: Puppetry for Grade K-2 Families

Date: Saturday, April 16, 2016

**Part D: Parental Engagement Activities**

Time: 9:30 a.m.- 11:00 a.m.

Topic 6: Music and Percussion Cinco de Mayo for Grade K-5 Families

Date: Saturday, May 7, 2016

Time: 9:30 a.m.-11:00 a.m.

Title III Saturday Parent Engagement Family Literacy:

Date: Saturday, May 14, 2016

Time: 9:30 a.m.-11:00 a.m.

A Project- Based activity which will utilize fiction and non-fiction text to develop a deeper understanding of Tier II and Tier III vocabulary. At the end of the workshop parents will be provided the "make and take" activity created during the workshop. A folder will be supplied to each parent, which will include resources and instructions on how to replicate and expand on the project with their children at home.

Snacks will be provided

2 ESL pedagogues: Ms. Moldavskiy and Ms. Benjamin

Parents will be invited by invitation with a brief description of the workshop and a bottom tear-off response. Parents/guardians with their children will be in the library during the presentation of the workshop, however during the activity session flexible subgroups will be formed according to their child/children's grade level.

Time: 9:30 a.m.-11:00 a.m.

**Part E: Budget**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
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:               <ul style="list-style-type: none"> <li>– supplemental</li> <li>– additional curricula, instructional materials</li> <li>– clearly listed</li> </ul> </li> </ul>	_____	_____
Educational software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

Part D: Parental Engagement Activities		
TOTAL	_____	_____

**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>253</b>
School Name <b>PS253</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>Lisa Speroni</b>	Assistant Principal
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>type here</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</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 <b>not</b> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

**D. Student Demographics**

Total number of students in school (excluding pre-K)	<b>836</b>	Total number of ELLs	<b>197</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>	195	<b>Newcomers</b> (ELLs receiving service 0-3 years)	187	<b>ELL Students with Disabilities</b>	39
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	8	<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>										0
<b>DL</b>										0
<b>ENL</b>	187		11	8		5	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 9

## 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): _____	Number of students who speak three or more languages: _____
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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	21	15	10	6	6	4								0
Chinese														0
Russian	11	8	5	3	2	4								0
Bengali	2	1	0	0	0	1								0
Urdu	16	22	8	1	5	4								0
Arabic	0	0	1	0	2	2								0
Haitian														0
French														0
Korean														0
Punjabi	1	0	1	0	0									0
Polish														0
Albanian														0
Other	10	11	11	2	1	0								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)	25	6	6	2	4	1								0
<b>Emerging</b> (Low Intermediate)	15	12	2	1	2	2								0
<b>Transitioning</b> (High Intermediate)	11	15	2	3	3	3								0
<b>Expanding</b> (Advanced)	10	24	26	6	7	9								0
<b>Commanding</b> (Proficient)	23	8	16	13	5	4								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		8	25	32	17	7								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	6	2	0	0
4	9	2	2	0	0
5	16	2	0	0	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	9		5		7		1		0
4	5		5		6		2		0
5	7		9		3		0		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		1		8		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:**

1. 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.

For the upcoming school year 2015-16, in grades K-2, ELL students will be assessed using Fountas and Pinnell Running Records, the PLA (Primary Literacy Assessment) and weekly skill based benchmark exams. Each piece of data offers unique insights into the needs of ELL students in different capacities of literacy. The running records and PLA data provide teachers knowledge of ELL fluency and decoding skills including specific phonemic patterns students with which students struggle the most. Weekly skill based assessments will provide insight into comprehension skills students are struggling with so that ENL teachers can hone in on those skills. The data from the Fountas and Pinell Running Records reveal that all Kindergarten ELLs are reading below grade level. In Grade 1, 60% of ELLs are reading below level, 30% are reading on grade level, and 9% are reading above grade level. In Grade 2, 63% of ELLs are reading below grade level, 30% are reading on grade level, and 6% are reading at or above grade level.

In grades 3-5 ELL students will be assessed using i-Ready Diagnostic & Instruction (an online assessment tool) three times a year. This tool breaks down the specific weaknesses of students in phonemic awareness, phonics, high frequency words, vocabulary and comprehension of both literature and informational text, providing the ENL teacher a complete report on the student's performance in each area. The program then designs an instructional path unique for that student's need. The data reveals that in Grade 3, approximately all ELLs are reading below grade level. In Grade 4, 93% of the ELLs are reading below grade level and 7% are reading at or above grade level. In Grade 5, approximately all ELLs are reading below grade level.

This year in grades K-5, teacher created assessments are to be given to ENL students 3 times a year. The teacher created assessments will mimic components of the NYSESLAT and include a speaking, listening, reading and writing component. These assessments will allow ENL teachers to hone in on the specific language and literacy skills students need to develop to progress their English proficiency level.

All data from the assessments are being used to inform curriculum design and planning of instruction. The data is being used to form instructional student groups and to create targeted instruction to meet the language acquisition needs of the students.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL/NYSESLAT reveals that most of our students fall into the Expanding range. We also have a large portion of students who tested into the Commanding range. We have particularly high numbers of students in Grades 1 and 2 who tested at the Commanding level, demonstrating high levels of success in moving our early childhood students towards English proficiency. Data from the NYSITELL and the NYSESLAT reveal the following:

Grades K-5:

Grade K:

23 Entering, 15 Emerging, 11 Transitioning, 10 Expanding, 23 Commanding

Grade 1:

6 Entering, 12 Emerging, 15 Transitioning, 24 Expanding, 8 Commanding

Grade 2:

6 Entering, 2 Emerging, 2 Transitioning, 26 Expanding, 16 Commanding

Grade 3:

2 Entering, 1 Emerging, 3 Transitioning, 6 Expanding, 13 Commanding

Grade 4:

4 Entering, 2 Emerging, 3 Transitioning, 7 Expanding, 5 Commanding

Grade 5:

1 Entering, 2 Emerging, 3 Transitioning, 9 Expanding, 4 Commanding

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

The AMAO tool reveals that 26.04 % of our ELLs attained proficiency on the NYSESLAT. The AMAO tool reveals that P.S. 253 has continuously met the target for the AMAO 2 goal (students' attainment of proficiency on the NYSESLAT).

The data is being used to inform teacher instruction, identify trends across grades and patterns in student performance that affect our school meeting the AMAO targets. In addition we will use this data to inform our Professional Development menu for teachers of ENL as well as non ENL teachers. It is our hope that by better preparing our teachers in meeting their students needs we will increase proficiency levels in all grades.

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?

a. The NYSESLAT and the NYSITELL reveal that in grades K-2 approximately 15.7% are scoring at the Entering level, 15.2% at the Emerging level, 14.7% at the Transitioning level, 31.5% at the Expanding level, and 22.6% are scoring at the Commanding level of proficiency. Students falling into the Entering /Emerging levels demonstrate a need for continued, targeted systematic phonics and vocabulary instruction. The data reveals that more students are scoring at the Expanding and Commanding levels. We attribute this to the revamping of our phonics curriculum and a targeted concentration around building reading and oral language skills for our ELL learners. In grades 3-5, most of our ELLs and former ELLs fell into the Expanding/Commanding range, demonstrating a continued need to work with ELL students in the areas of writing and reading comprehension skills aligned to the Common Core Standards. 14% scored at the Entering level, 7.8 % scored at the Emerging level, 12.5% scored at the Transitioning level, 32.8% scored at the Expanding level, and 32.8% scored at the Commanding level.

b. This upcoming school year we will be implementing the ELL periodic assessments and the data will be used to plan for, and modify curriculum and instruction for ELL learners.

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](#).]

Upon receiving the NYSESLAT scores, ELL students are strategically placed into classrooms, by English proficiency level and reading level. Many of our ELL students are placed into ICT classrooms, where they have the support of two teachers and an ENL teacher who provides Integrated ENL services during the literacy or math block. These classes also receive AIS support in both reading and math from funded providers. Additionally, ELLs can receive further intervention through targeted pull out programs using Passport Voyager and guided reading. The programs run for 6 weeks, in which growth is then evaluated and the RTI team collaborates to determine which students need further intervention.

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

All teachers servicing ELL students are provided background information about the child's home language. During the registration process ENL staff meets with parents to discuss the child's skills in their home language and ways to utilize home language skills to foster English language acquisition. Students are provided bilingual dictionaries, glossaries and reading material in their home language.

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?

N/A

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

Data will be tracked throughout assessment cycles for progress. This data will include Fountas & Pinnell, PLA, weekly skill based exams and ELL teacher created assessments for K-2 and Iready, baseline/culminating data and teacher created assessments for grades 3-5. During weekly inquiry teachers will analyze and track student progress using these assessments along with looking at student work samples for ELLs. Fountas & Pinnell will be conducted 4 times a year and progress will be measured. Iready will be conducted three times a year and progress will be measured. Baseline/culminating exams will take place every 6 weeks and progress will be measured. Teacher created ELL assessments that mimic the NYSESLAT will be conducted twice a year and progress will be measured. This data will be inputted into a schoolwide platform on Google Docs. The data from assessments will provide information on how to best target professional development and provide information for ENL staff on what skills need to be re-taught and carried over into the next unit of study. ENL staff will meet with administration regularly to discuss data and next steps for instruction and curriculum based on assessments and student work.

## 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.

As mandated in NY CR Part 154 and highlighted in the ELL Policy and Reference Guide, all new entrants to PS 253 are screened according to the ELL Identification Process. The ENL licensed pedagogues, Ms. Moldavskiy, Ms. Haber, and Ms. Benjamin initiate the process (within 10 days of the admit date), with the assistance of the Pupil Accounting Secretary, Parent Coordinator, SAT Team, and translators: Ms. Ortiz (Social Worker/ Spanish) and Ms. Keller (Psychologist/Russian). If necessary, the assistance of the Translation and Interpretation Unit is employed.

If the student is a first time admit to the NYC Department of Education, the following intake process is in place.

An ENL licensed pedagogue administers the Home Language Identification Survey (HLIS) to parent/ guardian to determine the student's home language. In addition to the results of the HLIS, the determination is based on an interview with both the parent/guardian and student in English, and the home language. The student's home language code is determined using both the data collected from the HLIS (the responses to questions 1-4 and 5-8), and the parent/student interviews.

If the home language is identified as other than English during this process, the NYSITELL exam is administered to the student. Once the NYSITELL eligible students are tested by grade/ level within 10 days of admission, the NYSITELL grids are then hand-scored and the raw score is recorded on the "ELL Identification Roster." Final language proficiency levels are determined from the AIS reports such as the RLAT and the RNMR. After completion of ELL determination (within 5 school days of initial enrollment), parents are informed of the results of the NYSITELL and the student's ELL status using the NYCDOE standard parent notification letters, in the parents' preferred language of communication.

All new admits who are identified as ELL, and the OTELE code indicate a home language of Spanish are administered the Spanish LAB (within 10 school days). The Spanish LAB is scanned to ATS and the score/percentile is transcribed onto the ELL Identification Roster. If after administering the HLIS and conducting the informal parent/student interviews the student's OTELE Alpha code is NO (English), the student is not eligible to take the NYSITELL, and not entitled to ENL services. The ENL personnel signs off on the HLIS and the original document is placed in the student's CUM. A copy is kept on file in the ENL Coordinator's room.

For students entering a NYCDOE public school who are transferring from a New York State public school, our school contacts the

sending NYS public school for documents such as the home language designation, NYSITELL (LAB-R) and NYSESLAT, and SIFE status results within 2 business days. If our school does not receive the requested data within 5 school days of the student's enrollment, we conduct the ELL Identification Process.

For students reenrolling in our school who been enrolled in a school outside of NYC and NYS for less than 2 years are not eligible to go through the ELL Identification Process. These students continue in the ELL status that was determined at the time of discharge from the NYC public school. If however, students have been enrolled in a school outside of NYC and NYS for 2 years or more, they must go through the ELL Identification Process.

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).

The protocol for identifying the SIFE status of newcomer ELLs begins with the completion of the HLIS and the oral parent/student interview at the time of initial enrollment. Additionally, students should be in grades 3 to 9, and score at the entering or emerging levels of proficiency on the NYSITELL. These students also have attended schools in the United States for less than twelve months at the time of their initial enrollment in the NYC public school.

The SIFE Oral Interview Questionnaire is administered. The questionnaire is used to determine whether the interruptions, inconsistencies, or non-parallel school experiences amount to a two year interruption. Students are given the LENS (Literacy Evaluation for Newcomer SIFE) to determine their level of literacy/ mathematics in their home language.

Initial SIFE status is determined no later than 30 days from initial enrollment.

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).

The ENL pedagogues interview parents and administers the HLIS to determine the students' home language. If the home language is determined to be a language other than English, then the LPT team (Administrative Staff: Lisa Speroni, Marissa Barr, Clarissa Cigliano, Lauri Casale- ENL Staff:Yelena Moldavskiy, Beth Haber, Jonelle Benjamin- School Psychologist: Victoria Keller- Student's Parent) meets to determine NYSITELL eligibility. The LPT team discusses the student's language development and the disability classification and additional that is that is documented on the IEP. According to the ELL Policy and Reference Guide, the LPT team then determines if the student may have a second language acquisition need or if the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

If the LPT team determines that the student has second language acquisition needs, then the NYSITELL is administered to the student.

If however , the recommendation is made by the LPT team that the NYSITELL should not be administered, then the recommendation along with supporting documentation is sent to the Principal, Lisa Speroni for her determination. If the principal determines that the student should not take the NYSITELL, then the principal sends the Language Proficiency Team NYSITELL Determination Form along with supporting documentation to the Superintendent. Final determination is then made by the superintendent and notification of the final status is sent to the parent.

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.

The following protocol is in place to ensure that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is administered, scanned, and the score is determined.

Within five school days after the NYSITELL is scanned and the score is determined, the parents/guardians of newly admitted ELLs are notified of their child's ELL status. Entitlement and non-entitlement parent notification letters are prepared in the parents' preferred languages and are sent home. The letter has a tear-off sign/date receipt, which upon return is attached to the copy on file for record keeping. Additionally, copies of the original notifications are kept on file in the ELL Coordinator's room.

This process is ongoing, as new entrants are ELL identified.

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).

Parents of ELLs who have taken the NYSITELL and are entitled to ENL services, receive an Entitlement letter. This letter informs the parents that they have 45 days from their child's initial enrollment to appeal their ELL status. During the ELL Parent Orientation, they are also informed via the video, that they have 45 days within initial enrollment to have their child's ELL status reviewed or reassessed.

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.

The following structures are in place to ensure that parents understand all three program choices. Within 10 days of initial enrollment, and ELL status determination, Parent Orientation Meetings are conducted by the ENL Coordinator and ENL teachers with the support of the Parent Coordinator and qualified translators. The Parent Orientation Meetings are conducted in the Library and each individual and small group meetings are on-going as new entrants are ELL identified:

I. Parent Orientation Resources:

- Agenda (see below)
- Sign in sheet for each language group.
- Laptops
- Orientation videos for each language group, including English.
- Translated ELL program brochures.
- Parent Survey/Program Selection Forms, including English.
- Interpreters for each language group.

II. Agenda:

- Welcome and introduction by ENL Coordinator, ENL teachers, Parent Coordinator, and translators.
  - Information regarding the three ELL Programs; program format, mandated units of time, bilingual class formation (15 or more students in one or two contiguous grades with the same home language) as per the Espira Consent Decree, TBE by default and/or mandated ELL services if a bilingual program is not offered at the time; a district listing of bilingual programs is posted.
  - Parents/guardians are grouped by language with the translator and assigned ENL pedagogue.
  - The Parent Survey Selection forms and ELL Program brochures are distributed to each language group.
  - Parents view the Parent Orientation video in their language group.
  - The ENL Coordinator reviews the Parent Survey Selection forms for each language group for completion (the parent survey selection form, signature and date) in order to place students in a program based on parent choice.
- The ENL Coordinator enters the program choice for each ELL onto the student ELL class/grade roster and on the ELPC screen in ATS.

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.
- Parent Survey and Program Selection forms are completed by the parent/guardian at the Parent Orientation Meeting. The ENL teachers collect the forms and input the parent choice into the ELPC screen on ATS. Parents who do not attend the initial Parent Orientation meeting, are contacted via a follow-up phone call. A second notice is sent home. The ENL teachers also make attempts to meet with parents at dismissal, to conduct parent orientation meetings after school hours. As per CR Part 154.2, if a parent does not return a form, the Default Program Placement Letter/ Letter Not Returned From Parent is completed and sent to the parent.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Our ENL Coordinator and ENL teachers keep a record of all returned documents, and ensure that all parents are contacted and individual meetings are set up to collect the Parent Survey and Program Selection forms. Invitations are resent to parents who did not attend a Parent Orientation meeting with a follow-up phone call to schedule an individual meeting.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the parents have completed the Parent Survey and Program Selection forms, the placement letters are sent home to the parents in their preferred language of communication. The letter has a tear-off sign/date receipt. Parents sign and return the bottom part of the letter indicating that they have been notified. The returned tear-off is attached to the copy of the letter and kept on file in the ENL Coordinator's room. Additionally, a copy of the original notification is kept on file in the ELL Coordinator's room.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The following protocol is in place in order to retain all ELL documentation for each child. All returned tear-offs are attached to the copy of the original entitlement/non-entitlement letters and kept in the ENL Coordinator's room along with copies of HLIS and Selection Form Letters. The original documents are kept in students' cumulative records.
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.
- In Spring the following steps are taken to administer the NYSESLAT to all ELLs:
- The ENL Coordinator with the Assistant Principal review the testing memo from the Office of Assessment and Accountability for the dates of the NYSESLAT testing window.
- The ENL Coordinator retrieves the following reports from ATS:
- RLER Report: NYSESLAT and NYSITELL eligibility
  - RSPE Report: ELL-SWD modifications and testing IEP accommodations.
  - SEC Reports: Identifies the part-time services SESIS students and their testing accommodations.
  - ATS class list K-5

Prior to the NYSESLAT testing window, parents receive notification informing them of the administration of the NYSESLAT.

The ENL Coordinator and Assistant Principal review the NYSESLAT Administration manual for scheduling and the administration of the modalities of the exam. The above reports are compiled for data needed, which includes the number of ELLs taking the exam on each grade, and the number of ELLs taking the exam with IEP accommodations.

The School Organization Sheet is also used to identify ENL pedagogues, classroom teachers funded personnel, and paraprofessionals available to be trained, actively proctor, and assist in the NYSESLAT. It also identifies a list of testing rooms available in the building for testing during the NYSESLAT testing window.

After compiling the data, proctors, rooms, dates, and time schedule, grade/band level/information, highlighted ATS class list of ELLS to be tested, pink (general ed), blue (special ed) then a detailed Administrative Bulletin of the NYSESLAT schedule is composed by the Assistant Principal in consultation with the ENL Coordinator and IEP teacher.

The NYSESLAT Testing Schedule includes the following information which is reviewed at the NYSESLAT Training Meeting conducted by the ENL Coordinator, ENL Pedagogues, and the Assistant Principal:

- An overall synopsis of the seamless testing protocols
- Proctor responsibilities
- Understanding testing modifications
- Absentees via e-mail to the Assistant Principal: name of ELL, Day, class and modifications
- Make-up schedule window
- Review of the schedule of proctoring assignments (location, # of ELL students, lead proctor/assisting proctor, IEP modifications, and recommended time allotted, and movement of ELLs to the testing room.

It is important that testing starts immediately at the beginning of the testing window to allow for absences and make-up exams. Additionally, the testing schedule is formatted so that testing begins at the start of period one for grade K-2 and ELLs-SWDs. Afternoon testing is scheduled for grades 3-5.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The following protocol is in place to ensure that continued entitlement and transitional support parent notification letters are distributed.

In August and September, NYSESLAT results are examined by the ENL pedagogues to determine the eligibility and proficiency levels of ELLs. The Continued Entitlement letter is sent to parents. Parents sign to acknowledge receipt of the letter. If parents do not return the letter, another notice is sent home and a follow-up phone call is made to ensure that parents sign and return the letter. Parents of students who receive transitional support are sent the Non-Entitlement/ Transition Letter. This letter has a tear-off/ signature portion at the bottom of the letter. The returned letters and tear-offs are kept on file in the ENL Coordinator's room.

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).

In reviewing the Parent Survey and Program Selection Form for the past few years, the trend in program choice continues to be the selection of the Free Standing ENL Program as parents' first choice, rather than Dual Language or Transitional Bilingual Education. There were 80 new ELLs in the 2013-2014 school year. All parents selected Freestanding English as a New Language as their first choice. There were 60 new ELLs in the 2014-2015 school year. All parents selected Freestanding English as a New Language as their first choice. Currently for the 2015-2016 school year, there are 77 new ELLs. All parents selected Freestanding English as a New Language as their first choice.

In alignment with parent choice, our school offers the Freestanding English as a New Language language instruction program. The criteria used and protocol followed to place identified ELLs in a bilingual or ENL instructional program is addressed in detail above in question 6, which describes the process before, during, and after parents/guardians have been informed with the essential translated program materials, orientation meeting, and videos of the three programs in their native language.

## 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.

Within every grade, we have ELLs in 1-3 classrooms with the exception of Kindergarten. In K-4, we are placing ELL students by proficiency level into two classes on each grade, in which at least one class is an ICT class. In grade 5 ELL students will be placed in the ICT class. Students will be grouped by proficiency level, in which entering, emerging and transitioning students will be grouped together and expanding and commanding students will be grouped together where possible. As per CR Part 154.2 requirements for ENL, we will be providing the required minutes via the Stand-Alone and Integrated ENL program models. Entering and emerging students will be grouped by proficiency level and pulled out for targeted language and phonics skills. Transitioning students will receive a combination of Integrated ENL and Stand-Alone ENL services. Expanding and commanding students will receive Integrated ENL services, in which the ENL teacher will push in during the literacy block, specifically guided reading, to provide small group targeted instruction aligned to the Social Studies/Science content of the grade's current unit, Common Core Reading and Writing Standards and the specific needs of ELL students at their assessed proficiency level.
  - b. TBE program. *If applicable.*

Paste response to questions here:
  - c. DL program. *If applicable.*

Paste response to questions here:
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)?

When programming students we ensure all instructional mandated minutes are met according to new ENL regulations as follows. Commanding students receive services through the Integrated ENL model in content area instruction (ELA or Math). An ENL staff will work with the Commanding students on grade level content, merging language and vocabulary modifications as needed. Expanding and transitioning students receive 180 minutes a week. For Commanding students, instruction will be done in the Integrated ENL model, during the literacy/math blocks. Students will be provided with guided group instruction merging content, literacy skills embedded in the CCS, and language development skills needed to progress in English proficiency. Transitioning students receive 90 minutes of Integrated ENL service in a content area (math) and 90 minutes of service in either Stand-Alone ENL or Integrated ENL/Content Area. Emerging and Entering students receive 360 minutes per week of ENL services. These students receive 180 minutes of Stand-Alone ENL services, in which the ENL teachers focus specifically on language, vocabulary and phonics instruction in relation to developing language skills. They also receive 180 minutes of Integrated ENL services by ENL staff, in which the ENL teacher will work with them in guided group support merging CCS literacy skill, unit content and language skills to improve English proficiency and literacy skills.
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.

Core content is delivered in the Freestanding ENL program through Integrated ENL instruction. Teachers will be utilizing the workshop model in conjunction with a variety of ENL approaches to learning including explicit phonics, vocabulary and grammar instruction, the use of visuals, auditory and technology, cooperative learning to foster oral language, role playing, semantic webbing, sentence frames, building schema and metacognitive awareness. ENL staff will integrate language, background knowledge and vocabulary skills for ELL students using the Social Studies/Science content for the current ELA unit of study based on Expeditionary and Core Knowledge topics. ENL staff will also integrate language and vocabulary skills for ELL students during Math block instruction. For literacy instruction, the ENL staff will specially use shared and guided reading, to work with ELL students to master the Common Core literacy skills necessary to become proficient readers and writers.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

When applicable, ELL students are assessed in their home language through staff members sharing the same home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL student are assessed using a variety of assessments that will evaluate them in all of the four modalities (F&P, Iready, Periodics, Baseline/Culminating Exams). ELL students specifically will take a beginning, middle and end of year assessment which measures reading, writing and listening skills. Students will be assessed on their speaking skills throughout the year using one-to-one conferencing and rubric evaluations.
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

A: SIFE students will be assessed immediately upon their return to the school and strategically placed in small group dependent upon their specific needs. We will additionally offer these students extra services such as AIS where applicable and Title III afterschool program.

B: Newcomer students will be placed when possible with students, teachers, or paraprofessionals who speak their home language. These students will also receive targeted instructional support to build the necessary communication skills Newcomers need to function day to day within the school and classroom setting. These will include such skills as greeting others, using basic vocabulary for social interaction, producing simple sentences and responding to very simple questions, and letter and sound identification.

C: Developing ELLs will receive differentiated instruction specific to their needs in each modality. Students will be provided small group instruction with other ELL students of similar needs. Developing students will work to continue building their oral language skills, as well as take part in direct instruction to build reading and writing skills through the use of close reading strategies, answering TDQ's and building coherent, organized pieces of writing. These students will also be invited to attend Title III afterschool programs.

D: Long-Term ELLs will receive targeted instruction specific to their needs.

E: Former ELLs will receive targeted instruction in building their Tier 2 and Tier 3 vocabularies as well as continued support and scaffolding in reading complex text and answering text dependent questions. These students will also receive AIS services in funded math and reading where necessary, to provide them additional targeted small group instructions. These students will also receive testing accommodations such as time and a half.

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.

In the event that we have students that are re-identified as ELL or non-ELL (within 6-12 months) the principal will review the re-identification process to assess student's academic progress. The principal will consult with a qualified staff member (ENL teacher and student's classroom teacher) to review the student's data and work. If the principal, based on the recommendation of qualified personnel and consultation with parent/guardian believes the student may have been adversely affected by the determination, the principal provides additional support services to the student in CR Part 154-2.3(j) and may reverse the determination within the 6-12 month period.

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?

All ELL-SWDs are provided access to content in a multi-faceted approach grounded in Universal Designs for Learning that will provide multiple access and entry points for all learners through the use of varied presentation, engagement and assessments of learning. Varied presentation will include the use of technology, visual, color coding, and kinesthetic/tactile experiences. Tasks will be differentiated using appropriate scaffolds, planning pages, and modifications to texts, based on individual needs. To drive instruction, data (frequent formative & summative) assessments are analyzed in order to differentiate literacy, content area instruction, support Tier II vocabulary with visuals support, etc. The ENL pedagogues in referring to the IEP goals integrate strategies, tasks reflective of the academic rigor of the CCSS, the ELL standards, objective benchmarks and relative grade expectations. Our ENL pedagogues are cognizant of the ELLs' strengths and weaknesses, therefore approach each ELL-SWD individually in their plan of instruction and will plan regularly with Special Education teachers to meet all student needs.

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?

All ENL staff will be trained in understanding students' IEP goals and strategies for working with SWD students. ENL staff will meet regularly with Special Education staff to plan curriculum collaboratively and discuss specific plans of action for individual students. ENL staff will service the ICT and Self-Contained classrooms through a combination of Integrated ENL and Stand-Alone ENL services.

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 Dually 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 Dually 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.

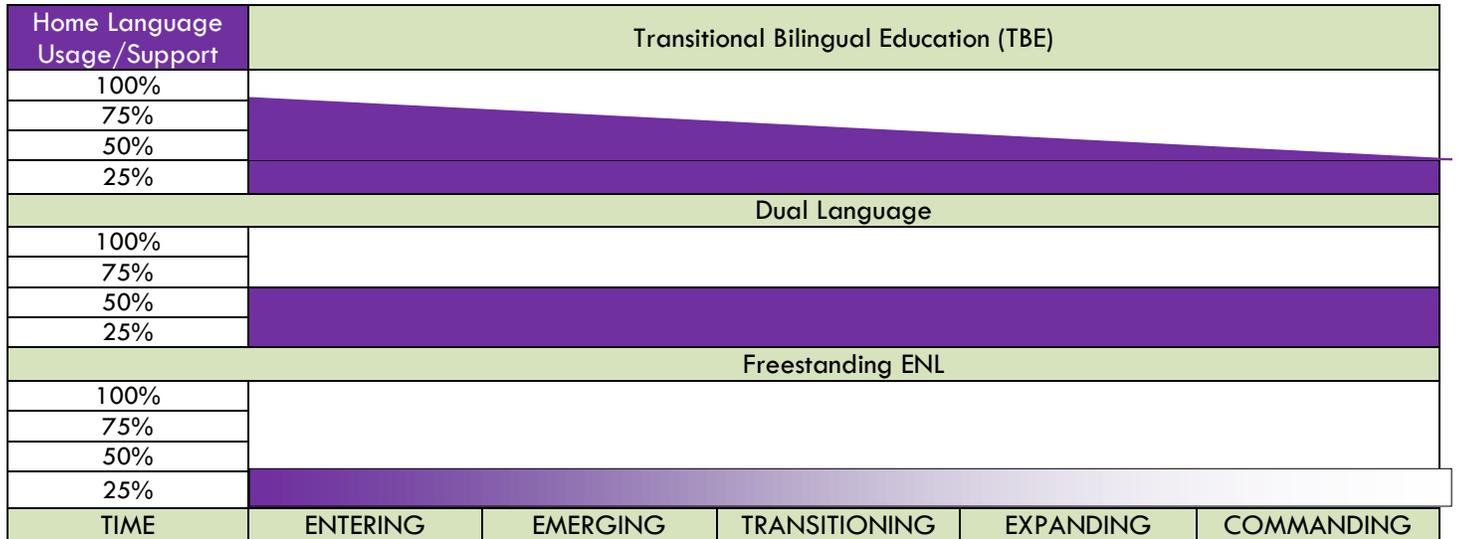


\*Note “other approved services” does not apply to New York City at this time.

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.
- Our targeted intervention programs for ELLs are aligned to the CCSS- in literacy and math. The intervention services are provided in English and are targeted to address the needs of learners in each specific area with opportunities to engage in discipline-specific practices which are structured to build conceptual understanding, language competence and reading ability in a small group setting.
- Passport Program-The SETTS-Special Ed specialist provides targeted intervention services to grades K-2, implementing the systematic Passport Program in a small group pull-out mode during the school day. This intervention provides ELL students extra support in phonemic awareness, phonics and fluency skills. Students will work on letter/sound correspondence, decoding and encoding skills.
  - Literacy AIS: ELL students in grades 2-5 reading below grade level will receive targeted intervention support in which funded AIS literacy staff will push/pull out into classrooms for intervention in literacy. AIS staff will use explicit phonics instruction for students struggling in decoding. Shared and guided reading approaches will be utilized to strengthen reading skills in reading complex text and answering text dependent questions with explicit modeling of discrete literacy skills and strategies.
  - Math AIS: ELL students in grades 3-5 performing below grade level on standardized math exams, chapter exams and I-ready assessments will receive math AIS services 5 times a week. Students will be pulled out by the funded math staff for small group math instruction aligned to the GO MATH curriculum and the targeted needs of the students being serviced.
  - Literacy and Math after school program: ELLs are supported in the areas of literacy and math for 3hrs, 2x a week in a supplemental intervention program. Small group instruction is designed and differentiated through formative assessment results and language proficiency levels. Supplemental texts have been carefully critiqued to support the rigor of instruction and standards-aligned shifts in the CCSS reflective in literacy and math. To further support instruction during mini-lessons, differentiated tasks, culminating activities, language models, in addition to resourceful supports : visual and graphic organizer templates, differentiated planning pages, tutorials via the SMARTboard, iPad apps, vocabulary instruction which addresses the multiple intelligences (multisensory), and the creation of anchor charts, etc.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As indicated by current NYSESLAT results our programs is meeting the needs of ELL learners, as the majority of our students (81) tested into the Expanding level of English proficiency and 49 students tested into the commanding range. We also had a 4% increase in the number of ELL's receiving 3's/4's on the 2014/15 ELA exam and a 3% increase on the number of ELL students receiving 3's/4's on the NYS math exam.
12. What new programs or improvements will be considered for the upcoming school year?
- This upcoming school year we will be developing new teacher created assessments to monitor and track the progress of ELL students in the four modalities of learning, three times a year. These assessments will help drive instructional plans for ELL learners. Additionally, the ENL staff is providing Integrated ENL services during the literacy block with a greater focus on using guided reading instruction to improve reading proficiency for ELL learners in the application of discrete literacy skills and strategies. This will include more access to complex text and practice in citing evidence from the text to answer text dependent questions.
13. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all programs at P.S 253. The school programs offered include: drama, math, music, library, gym, dance, and science. In addition on Fridays, ELLs participate in club activities of their choice during periods 7 and 8.
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.
- This upcoming school year we will be utilizing a variety of instructional materials to support ELL learners such as Language Power, Brainpop ESL, I-ready, IXL, Discovery Education and Myon Learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Home language support is delivered in the ENL program and within the classroom setting. Home language support is 25% of total instruction as mandated by CR Part 154. Home language instruction is implemented by buddy pairs/grouping of speakers with the same language who are English proficient to support newcomers in the translation of routines, rules of the classroom,

clarification of directions, and to assist in the translating for the newcomer etc. In addition, home language is supported in activating prior knowledge in the content areas (vocabulary, content, facts, etc.) through tasks that activate discussion, conversation and develop content vocabulary in context using the following resources:

- Technology-home language apps downloaded onto sets of iPads, access to translation dictionaries on line.
- Dictionaries in home language-English (Spanish, Russian, Uzbek, Bengali, Ukranian, Urdu and Arabic).
- Social studies, science and math glossaries in (Spanish, Russian, Urdu, Uzbek, Bengali, Ukranian and Arabic.)
- Home language fiction and non-fiction text in Spanish and Russian.
- State assessments and exams in home language (Math and Science).
- Pictionary and picture cards in Spanish.
- Translated verb, dolch word list, and Tier II and III word lists in grades K-5 in Spanish, Russian, Urdu and Arabic.
- Home language trade magazines in Spanish.

\*In addition, empowering parents to speak and read to their children in their home language is vital in promoting literacy in L1 to L2 by reading fiction/non-fiction texts, news articles etc, with their children. In addition, parents can also encourage conversation implementing the 5 Ws about a text, news articles, retell what their child learned in school, the news on T.V, follow the directions of a recipe, etc.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
ELL pedagogues make certain that support and resources correspond to the age, grade and proficiency level of the ELLs. If there is great disparity between language level and grade, flexible, temporary grouping of ELLs is/are taken into consideration in meeting the needs of the Newcomer's proficiency level in a grade or group other than their own during one period of ELL instruction. When providing Integrated ENL instruction, the ENL staff provides ELL students with instruction in content appropriate to their grade level as indicated by the NYS Scope and Sequence in social studies and science.
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).  
Our newly enrolled ELLs are assigned an "ELL Buddy" to assist in the orientation of the school day and translate directions in their home language as needed. The ELL pedagogue during their professional period works with the new admits individually or in a small group (2-3 students) to target phonemic instruction, decoding, Tier I vocabulary, the verb "to be" etc. Furthermore, vocabulary and content area instruction (CALP) is implemented immediately, even though language acquisition in L2 is at the beginning stages of BICS. ELLs need to acquire the necessary skills in all language modalities to meet grade expectations in a timely manner, since all ELLs take assessments and state tests in math, and science (in grade 4) with a 1 year exemption status for the ELA in grades 3, 4 and 5.
19. What language electives are offered to ELLs?  
There are no language electives offered to students of PS 253, although it is a good educational practice.
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)?

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.)  
ENL staff will participate in weekly professional development sessions with classroom teachers. For the upcoming school year ELL professional development will focus on creating assessments for ELL students, providing Integrated ENL services during the guided reading period, teaching discrete literacy skills and strategies, teaching ELLs Tier 2 vocabulary, crafting tasks and TDQ's, differentiating for ELLs and using technology to enhance learning for ELL students. ENL staff will also participate in ENL study groups once a month with the ENL team in which team members will facilitate meetings and preparation of materials on a rotating basis.
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?  
ENL teachers will receive targeted professional development in using the writing and CCS, Close Reading Workshop model, fostering student discussion, crafting text dependent questions and explicit literacy skill and strategy instruction. ENL staff will also participate in inter-visitations in model classrooms during the literacy block.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The Parent Coordinator is the key person who assists in providing parents and 5th grade staff the information needed to assist ELLs in the transition from elementary school to middle school. The informative workshops (translated materials, resources and translators) are presented to empower parents during this transitional process. The workshops presented provide the necessary information "nuts and bolts" in aiding a smooth transitional process into middle school from filling out applications to selecting a school that will best fit their child's academic success. Additionally, this information is available to parents who were unable to attend the workshops information is available at the "Parent Information Kiosk." Subsequently, updated monthly calendars are sent home and posted on the school's website to further inform parents of middle school application deadlines, specialized school open house dates, middle school open house fairs, etc. Ms. Dacchille is always available to address the needs and questions of parents of ELLs in her office, by e-mail or cell phone.
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.  
Weekly professional in house development will be provided through specific workshops on strategies for ELL instruction in math and literacy. Additionally, ENL staff will attend off site professional development throughout the year, targeted on providing instruction to ELLs.. The school secretary and ENL staff will maintain records of all professional development activities. These records which include agendas and attendance sign-in sheets, will be kept in the ENL Coordinator's room. The 15% (of total hours for all teachers) and 50% (of total hours for bilingual/ENL teachers) of professional development are scheduled during the professional days provided by the NYCDOE. Professional development topics include "Challenges in the Content Areas for ELLs in: Reading, Science, and Social Studies," "Selecting Tiered vocabulary to Teach ELLs," "The Four Stages of Second Language Acquisition."

## 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?

Our school will meet with with parents of ELLs individually to discuss the goals of our Freestanding ENL program and the targeted individualized plans for each ELL. ELL teachers will consult with classroom teachers and cluster teachers and will share with parents how the ENL teachers will support language acquisition. Qualified interpreters/translators will be provided in the parents' preferred language.

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.

Records which include agendas and sign-in sheets are kept on file in the ENL Coordinator's room. To ensure parent needs are accommodated, parents are invited to in person meetings. Phone calls are made and notifications are sent to parents in their preferred language of communication.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

PS 253's parent involvement activities are centered on the constant ongoing conversations with our ELL parent community. This continuous dialogue and subsequent activities "empowers parents" resulting in benefits for parents and children alike.

Parent have:

- Greater confidence in their role as their child's first teacher.
- More frequent attendance at school meetings and a stronger sense of responsibility for their child's school performance.
- Improved literacy and other skills.
- Better communication with the school and teachers.

PS 253's administration and staff establishes a tone of respect for all families .The needs of parents are evaluated through:

•Parent Surveys:

1. Responses from the Spring Parent Survey given in English and parent/guardians' native language as listed in the Home Language Survey are analyzed and discussed.
  2. Survey Feedback after each Parent Engagement Workshop as to the effectiveness of the workshop and suggestions for possible future workshops.
- Informal Parent "Chat & Chews": ELL parents, PTA members and parent coordinator share thought and ideas during these informal "let's get to know one another sessions".
  - School Assessment Team (psychologist, social worker, IEP teacher) and the parent coordinator discuss the challenges our ELL parent community face/shared and what measures may be put in place to assist them.
  - Feedback from Teachers following individual parent meeting as to the ELL parents' concerns or requests are shared so that broad topics of concern may be addressed at future parent meetings. (ex. of home/school communication)

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

PS 253 partners with the following Community Based Organizations and agencies to provide workshops and services to ELL Parents:

- Coney Island Jewish Board: Family and children community counseling services.
- Marquis Studios: (6) Parent/Child Workshops that help parents understand the connections between arts and academics through hands-on experiences.
- Faith based organizations (Mosque and Church): Information regarding PS 253 events and DOE initiatives is shared through our "Parent Ambassadors".
- Horace Mann School Community: the Horace Mann community partnered with PS 253 after Hurricane Sandy. Interschool community visits and projects which began last year are scheduled to continue.
- NYS Parent to Parent: workshop to connect/support families of individuals with IEP's and distribution/discussion of the Healthcare Notebook.
- NYPD Child Safety: Operation safe child ID cards and workshop on child safety.
- The American Council of Minority Women: Pakistani an woman's organization that informs women of their rights and provides services.
- Shorefront Y: information regarding services and grants that may be available for ELL families.
- BCID: a workshop initiative to provide outreach, information for ELL parents/caregivers of children with disabilities.

- Repair the World: volunteer Jewish organization which provides volunteer services of a retired science teacher as well child literacy kits.

- Partnership With Children: counseling and services for families and children. Bilingual counselors.

\*Bi-lingual presenters are requested for all Parent Engagement Workshops. In-house translators assist at Parent Workshops.

5. How do you evaluate the needs of the parents?

Parent needs assessments are distributed by the parent coordinator and ENL staff. Surveys are discussed and the administrative team, ENL staff and parent coordinator meet to create a plan for parent workshops for the upcoming school year. The team then meets during weekly cabinet meeting to discuss, evaluate and modify plans as needed.

6. How do your parental involvement activities address the needs of the parents?

Parental activities and workshops are directly aligned to the needs expressed by parents through surveys and during parent meetings.

Through the efforts of administration, faculty and parent coordinator, PS 253 has fostered the following best practices to strengthen ELL parent involvement in their child's education:

- Welcoming Environment: signs are clearly posted in the lobby of the building welcoming parents in 8 languages. Do you speak cards (DOE translation unit material) are at the security desk. Information is posted in the language of the families.

- Active Family Room: Room 102, a room to promote full time family advocacy to support and connect families to resources to their local community as well as information links to the academic success of their child.

- Parent Workshops- parent coordinator, in collaboration with school personal and outside providers, presents workshops to assist ELL parents on a wide variety of topics: DOE initiatives (Pre-K, Kindergarten, 5th Grade Transitions),bullying, cyber safety, How to help your child with... (learn at home series), Understanding of Common Core Standards & Expectations, Core Knowledge, Expeditionary and Go Math programs, health & nutrition, organizational skills, CPR, exploration of the arts workshops. Translators are provided for workshops.

- Parent Toolkit: a toolkit for each grade is being created with information, web links, common core standards, materials for teaching students at home, workshop information and creative ideas for families.

- Two-Way Communication (Home/School & School/Home): ongoing assessments and feedback from parents regarding the school climate is strongly encouraged through Parent Teas (September), flexible scheduled face-to-face meetings, parent teacher conferences, and class visits.

- Family Edition Parent Agenda: publication which included PS 253 Parent Handbook, DOE calendar, Parent Link & Resources (4pages), series of parent articles in Spanish/English on a variety of topics (i.e. Turning Your Home into a Supportive Learning Center) and agenda where parents can note important dates and calendar events. EVERY parent/guardian within the building was provided with a FREE Parent Agenda.

- Information is provided to ELL Parents using a variety of methods: school web site -www.ps253.org has up-to-date information and useful parenting tips for all grades, monthly grade and content area teacher Parent Letters are backpacked and posted on the school site which translates to 52 languages. School messages are translated and made through School Messenger. School calendar of events backpacked monthly.

- Parent Volunteer/Audience Opportunities: all ELL parents are encouraged to assist with or invited to Picture Day, Book Fair, class plays, Winter Performance, events and celebrations

- ELL Parents are Encouraged to Join/Attend PTA , SLT & Title I Committees: Representatives of the school community demographics are members of the aforementioned committees and act as our "School Ambassadors".

- Title 1 Funding: Through the use of Title 1 Funding language translators are made available for translation services at PTA, PS 253 general meetings and parent teacher conferences to ensure clear and proper communication between school and families.

- Ongoing collaboration with Community Organizations: detailed in Question 2.

#### 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:

## Part VI: LAP Assurances

School Name: _		School DBN: _	
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)
Lisa Speroni	Principal		8/27/15
Clarissa Cigliano	Assistant Principal		8/27/15
Gina Dachele	Parent Coordinator		8/27/15
Yelena Moldavskiy	ENL/Bilingual Teacher		8/27/15
Saima Atiq	Parent		8/27/15
Jonelle Benjamin	Teacher/Subject Area		8/27/15
Melissa Musman	Teacher/Subject Area		8/27/15
	Coach		1/1/01
	Coach		1/1/01
Danielle Susskind	School Counselor		8/27/15
Isabel DiMola	Superintendent		8/27/15
Harris	Borough Field Support Center Staff Member _____		8/27/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **21k253**      School Name: **The**  
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

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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.

As part of our CEP, each year we assess the needs of parents via Parent Survey, S.L.T Meetings, Parent Teacher Conferences and P.T.A Meetings within the building. As we have a high ENL population, the issue of translation/interpretation is always a high priority for the parents. The needs assessment was based on written survey, home language survey, Parent Coordinator information sessions and Funded Meetings. Additional assessments included are School Quality Review, School Parent Survey, NYSESLAT, special education data and State Exams.

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.

The majority of our parents prefer their written communication in English, as many cannot read in their native language.  
Languages preferred:  
Spanish, Russian, Uzbek, Urdu, Bengali, Arabi, Tajik

## Part B: Creating a Communications Calendar

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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.)

The following documents are translated each school year:

- Handbook
- Meeting Notices
- Calendars
- ENL Program Information
- P.T.C Announcements
- Lunch Forms
- NYC Testing Dates
- Meeting Notices
- School Website
- Translation Devices

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.

- P.T.C- September 17, 2015, November 5, 2015, March 3, 2016, May 12, 2016
- I.E.P Meetings Throughout the Year
- Grade 5 Middle School Information Session

Our school continues to employ staff members whose native language is aligned to the language needs of our parent community. This has provided us opportunities to work with and meet parents as needed throughout the school year.

## 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.

We will continue to utilize a variety of means to ensure timely translations to meet the needs of our Parent Community.

School Messenger, School Website, Translation Services, and staff translated documents ensure parent/school communication and support.

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.

Parents will be provided a staff member who speaks the parent's language if available. The Translation and Interpretation Unit will be used if we do not have access to the language spoken by the parent. If the meeting has been pre-scheduled i.e. school or grade wide, translators will be hired for the meeting.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

Chancellor's Regulations A-663 and PL154R are reviewed during our opening Faculty Conference. Staff is advised of translation services available to them as well as procedures to follow when parents are in need of translation services.

#### **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

Posters are displayed in the main entrance, the SAT room, Parent Coordinator's office and the main office notifying parents of their right to translation. Additionally, we will continue to inform parents of their rights under A-663 during P.T.A Meetings, S.L.T Meetings and Parent Workshops will continue to provide parents a forum to discuss their right to translation services.

#### **Part F: Monitoring and Quality Control**

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

In an effort to ensure that we are best meeting the needs of our parents we will ask parents for feedback regarding the quality and availability of translation services. This will be done via the following:  
- School Survey

- SLT Feedback
- PTA Feedback