

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M153

School Name:

P.S. 153 ADAM CLAYTON POWELL

Principal:

KAREN BAILEY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Adam Clayton Powell Jr. Elementary School School Number (DBN): 06M153
Grades Served: Pre-K through 5
School Address: 1750 Amsterdam Avenue, New York, NY 10031
Phone Number: 212-927-8611 Fax: 212-234-4616
School Contact Person: Karen Bailey Email Address: Kbailey2@schools.nyc.gov
Principal: Karen Bailey
UFT Chapter Leader: Kristin Cilento
Parents' Association President: Francisco Santiago
SLT Chairperson: Sol Flores and Francisco Santiago
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Francisco Santiago
Student Representative(s):

District Information

District: 06 Superintendent: Manuel Ramirez
Superintendent's Office Address: 4360 Broadway, New York, NY 10033
Superintendent's Email Address: Mramire4@schools.nyc.gov
Phone Number: 917-521-3757 Fax: 917-521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, 8th Floor, New York, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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) |
|--------------------|---|----------------------|
| Karen Bailey | *Principal or Designee | |
| Kristin Cilento | *UFT Chapter Leader or Designee | |
| Francisco Santiago | *PA/PTA President or Designated Co-President | |
| Jeanetta Stokes | DC 37 Representative (staff), if applicable | |
| Francisco Santiago | 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 | |
| Jacqueline Russo | Member/Teacher | |
| Courtney Donovan | Member/Teacher | |
| Sol Flores | Member/ CSA | |
| Maria Alvarez | Member/ Parent | |
| Aishah Bruno | Member/ Parent | |
| Lindsey Horner | Member/ Parent | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|---------------------|--|----------------------|
| Jennifer James Soto | Member/ Parent | |
| Kay Niewood | 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.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: 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.

PS 153 is a diverse learning community located in a culturally diverse neighborhood in Harlem. As a neighborhood school serving approximately 800 students, we have a long standing presence and history in the community. We continually work to improve achievement in the academics as well as in the social and emotional areas. As a large zone school, we create the experience of smaller, program-based schools for our students. We offer different programs for our students to participate in from Pre-Kindergarten all the way through fifth grade. We have had three full day Pre-kindergarten classes for over ten years; well before the citywide initiative of focusing on early learners. Families can elect to include their child in the Dual Language Academy, the Gifted and Talented Program, and the Collaborative Team Teaching besides the regular program. With these options, every learner can find an educational environment that caters to their strengths and needs while also being part of the larger school community. The school is a calm oasis in a busy and vibrant neighborhood. Its clean and bright corridors and rigorous student work displayed with pride welcome visitors and students from the moment they step in the building. For many, entering P.S. 153 is like entering a dance studio or stepping onto a basketball court or sitting in a quiet theater. It is a place where you have space to be who you are and do what you love. Our school culture is one that continually creates experiences for children that tailor their learning to them. We engage students in activities that develop critical thinking skills, foster social and emotional growth, and prepare them to be lifelong learners. P. S. 153 is proud to have a robust Arts Program. All of our students are exposed to various arts instruction; for example: dance, orchestra, theatre, and choir. We are proud of our renowned choir. They had the privilege of performing on the Red Carpet for the premiere of Sony Picture's Annie, starring Jamie Fox and Quevenzhane Williams. On December 15, 2014, our Choir will be featured on Hot 97's Ebro in the morning radio show. Our Choir is currently sponsored by Pepsi. Over the years the school has participated in the Penny Harvest and conducted an annual canned food drive where all donations were given to City Harvest. We also collaborated with Scholastic by having a pajama drive. For every pajama we collected, Scholastic donated a book to a child in need.

Our School Mission Statement : We are a diverse school community dedicated to achieving excellence in education. We will address the emotional and academic needs of our students by providing a nurturing environment that fosters high expectations. Through various instructional programs and strategies such as balanced literacy, constructivist math, thematic units and learning through the arts, our students will become critical thinkers and lifelong learners.

Our School Vision Statement : At Adam Clayton Powell Jr. Elementary School, our vision is to prepare all students to be lifelong learners who will be intrinsically motivated to achieve their goals. The students will be respectful, responsible and possess a positive self-image of themselves, their family and community.

PS 153 boasts many strengths and awards. The school is proud to be a "Respect for All" school for two years in a row. The school has a low teacher turnover rate and provides mentoring for first and second year teachers. Most teachers are "highly qualified" and continually receive various forms of school based and off site Professional Learning. PS 153 celebrates students and their accomplishments in order to recognize the "whole child." Attendance and student celebration assemblies acknowledge and celebrate students with improved attendance and perfect attendance. In addition, we celebrate our "Student of the Week" and we have our "Principal's Honor Roll" board. We also offer the following extracurricular and sports activities to our students: track, basketball, soccer, chorus, cheerleading, orchestra, theater, and student council.

One area in which we made most growth last year is collaboration among staff. P.S. 153M celebrates that we engage in collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Our last Quality Review identified the area of developing teacher pedagogy as our area of focus.

Danielson framework school wide strategic goals:

3b: Using questioning and discussion techniques, we will build on high quality questioning that promotes rich conversation in order to foster vocabulary development and higher order thinking.

1e: Designing coherent instruction. Teachers will gain practices that understand the characteristics of the students they teach and the active nature of student learning. Teacher lesson plans will be designed to address the learning needs of various groups of students.

Quality review area of focus goals:

1.2: Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson framework for teaching, aligned to the curricula, engaging, and meets the needs for all learners so that all students produce meaningful work products. We will strategically plan lessons that provide multiple entry points for all students. Students will have tailored high quality supports and extensions that will support the individual student's learning needs in order to demonstrate high-order thinking skills.

90/90/90 Characteristic Goals:

- Focus on academic achievement.
- Frequent assessment of student progress with multiple opportunities of improvement.
- Collaborative scoring of student work.

06M153 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|----------------------|---|-----|---|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 794 | SIG Recipient |
| | | | | N/A |
| 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 |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | N/A | # Integrated Collaborative Teaching |
| | | | | N/A |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | N/A | # Music | N/A | # Drama |
| # Foreign Language | N/A | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 84.3% | % Attendance Rate | | 92.5% |
| % Free Lunch | 85.6% | % Reduced Lunch | | 3.3% |
| % Limited English Proficient | 27.4% | % Students with Disabilities | | 17.0% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | 0.2% | % Black or African American | | 17.4% |
| % Hispanic or Latino | 77.9% | % Asian or Native Hawaiian/Pacific Islander | | 1.7% |
| % White | 2.4% | % Multi-Racial | | 0.5% |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 6.18 | # of Assistant Principals (2014-15) | | 3 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 5 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 3.3% | % Teaching Out of Certification (2013-14) | | 19.2% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.8% | Average Teacher Absences (2013-14) | | 7.08 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | 20.8% | Mathematics Performance at levels 3 & 4 | | 21.8% |
| Science Performance at levels 3 & 4 (4th Grade) | 67.1% | 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 | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | YES |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | YES | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | YES |
| Economically Disadvantaged | YES | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |

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

Section 5A – 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.

Based on the 2014-2015 based on reading levels, 30 % of our 1,2, 3 and 4th students are reading below grade level.

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 , 2nd, 3rd,4th, and 5th grade students will demonstrate one year’s growth in reading as measured by Fountas Pinell independent Reading Levels.

Part 3 – Action Plan

| <p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|--|--|---|--|
| <ul style="list-style-type: none"> • ReadyGen, Teachers meet weekly and analyze data trends from previous lessons and assessments. | <p>All students in grades 4 and 5 including ELLs and SWD</p> | <p>September 9, 2015-June 28, 2016</p> | <p>Classroom teachers, instructional coaches, ESL teacher, related service providers, school leaders</p> |

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • Professional Learning is facilitated by instructional coaches with focus on intervention and differentiated instruction. • Differentiated instruction and scaffolds are at the core of daily instruction. • RTI differentiation as used in the curriculum to address the needs of ELLs and students with disabilities. • ESL teacher conducts math lessons to model utilizing differentiation strategies. • Intervention is provided after school and on Saturdays to reinforce small group instruction • Monthly Spelling Bee that highlight our student expertise • ELA workshops and open house for parents to learn our ELA curriculum • Ready Gen Curriculum and Ready Gen phonics • Professional learning workshops on classroom differentiated strategies and adjustments to meet the needs of the ELLS using scaffolding strategies • Professional learning workshops on phonics instruction • Peer lab sites for modeling best strategies for ELLS instruction in ELA • On line training for teachers on how to use technology to enhance their instruction with a focus their ELLS population • Implementation of an English Language Learner teacher utilized to support teachers with their English Language Learners • School –Wide events to promote parent involvement and ELA (ELA parent workshops, implementing ELA strategies, ELA curriculum night). • Implementation of the ELA Task Force | | | |
| <p>Scaffolding and Reteach sections of the ReadyGen Curriculum provide more support to students who are struggling and/or are in various subgroups. In classrooms, Students with Disabilities and ELLs have the opportunity to use visual representations, technology to assist them with literacy assignments and assessments.</p> | <p>All students in grades 4 and 5 including ELLs and SWD</p> | <p>September 9, 2015-June 28, 2016</p> | <p>Classroom teachers, instructional coaches, ESL teacher, related service providers, school leaders</p> |

| | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • ELA Curriculum Parent Workshops • ELA Family Night • Classroom Newsletters which inform parents about literacy homework and classroom math information and lessons • Parent Teacher conferences where parents have the opportunity to meet with their child’s teacher and learn about their child’s current and individualized ELA • scores and performance • Monthly Progress Reports with current literacy performance broken down by current unit of study • IEP Annual Review Meetings where parents are informed of their child’s literacy progress, performance and measurable annual goals as well as strategies to assist them in reaching their measurable annual goals. <p>ELA Parent Workshops which inform parents about the ELA CCSS, what their children are learning in ELA and how they can best assist with reading and literacy skills at home.</p> <p>Classroom Newsletters which inform parents about ELA homework and classroom ELA information and lessons</p> <ul style="list-style-type: none"> • Parent Teacher conferences where parents have the opportunity to meet with their child’s teacher and learn about their child’s current and individualized ELA scores, reading levels and performance • Monthly Progress Reports with current ELA performance broken down by current unit of study • IEP Annual Review Meetings where parents are informed of their child’s ELA progress, performance and measurable annual goals as well as strategies to assist them in reaching their measurable annual goals. | <p>Parents of students in grades 4 and 5</p> | <p>September 9, 2015-June 28, 2016</p> | <p>Classroom teachers, instructional coaches, ESL teacher, related service providers, school leaders, Parent Coordinator, Guidance Counselors</p> |
| <p>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.</p> | <p>All students in grades 4 and 5 including ELLs and SWD</p> | <p>September 9, 2015-June 28, 2016</p> | <p>Classroom teachers, instructional coaches, ESL teacher, related service providers, school leaders</p> |

Part 4 – Budget and Resource Alignment

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

Ready Gen curriculum
 Our preparation schedule is designed for teachers to have common planning time for Teacher Teams every day, Literacy team meets every other week
 Training rate for teachers is provided for weekly professional learning and study group focused on Literacy Teacher Effectiveness team which is comprise of two instructional coaches meets weekly with cabinet, and provides support for teachers to conduct inter-visitation
 Open technology access for English Language Learners
 Our repurpose time is utilized in cycles and addresses the professional learning needs of teachers
 ELA literature connecting real world situation to literacy concepts for every classroom.
 Professional Learning conducted by English Language Learner specialist

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

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

Part 5 – Progress Monitoring

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

1. Mid-Year ELA assessments will be conducted by January 31, 2016
2. To monitor our mid-point progress we will utilize:
 Reading Running Records will be administer every 6-8 weeks.
 Baseline assessments for Literacy
 Literacy Conference Labels
 DRA2 will be conducted by January 31, 2016
 Performance Based Assessments for Literacy

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

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

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

Part 1 – Needs Assessment

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

After looking at our data from the School Survey, School, our parents feel, for the most part, that their children are safe in the school. Our Student Intervention Committee provides feedback regarding students that are at risk. In our teacher team meetings our teachers follow protocols to look at student work and work collaborative in order to promote the academic goals. They also discuss possible interventions that students might need. These interventions are based on classroom observations. We also look at our OORS reports to gather information. The guidance counselors and social workers provide feedback to the teachers as well as to the administrators regarding the students that are at risk, and their social and emotional needs and supports.

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, 95 % of students will be known and supported by at least one additional school member other than the classroom teacher who provides social and emotional support and nurturing of the whole child. This will be evidenced by a guidance tracker and Kinolved documentation.

Part 3 – Action Plan

| <p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|--|
| <ul style="list-style-type: none"> • The school administrators, instructional coaches, related service providers, and specialists would adopt at least 10 students so that every child is adopted by one additional staff member. • The additional staff member would inform the parent of which child they have adopted. • Respect For All Program • Community Building for Fourth and Fifth graders • Celebrating students' attendance • Honor Roll • Student of the Week • Attendance Bulletin Board • School Spirit Week • Clubs and Sports Activities • Performing Arts Activities • Community Support Activities | <p>All students at P.S. 153M</p> | <p>September 9, 2015-June 28, 2016</p> | <p>School leaders, all teachers, instructional coaches, guidance counselors, school support team, school aides, educational assistants</p> |
| <p>Our students with disabilities as well as our ELL students would be included in the process of adopting students by our school administrators, instructional coaches, related service providers, and specialists.</p> | <p>All student population at P.S. 153M</p> | <p>September 9, 2015-June 28, 2016</p> | <p>School leaders, all teachers, instructional coaches, guidance counselors, school support team, school aides, educational assistants</p> |
| <p>Counselors will "adopt" 15 children to support their social emotional needs and collaborate with their parents and teachers to focus on the whole child.</p> | <p>All student population at P.S. 153M</p> | <p>September 9, 2015-June 28, 2016</p> | <p>School leaders, all teachers, instructional coaches, guidance</p> |

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| | | | counselors, school support team, school aides, educational assistants |
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Part 4 – Budget and Resource Alignment

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| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| School leaders, instructional coaches, related service providers, specialists, SAPIS The Community Building program is already imbedded in our schedule. We will have monthly assemblies to celebrate students’ attendance, Honor Roll students and Respect for All | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| 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. |
| By the end of January 2016, we would assess the students and get feedback regarding their adoptive school member. |
| 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.

Using information from teacher feedback on school survey and teacher’s professional learning plans, teachers have identified areas of needs they feel that they need. Teachers have identified their needs along with school leader’s observations. According to our last QR one area of focus for our school is to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. This past school year, most teachers engaged in looking student using the tuning protocol. Teachers are interested in using it frequently and learning other protocol for looking at student work.

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 all (100%) classroom teachers will meet at least once per week to analyze student work using various protocols for looking at their work products.

Part 3 – Action Plan

| 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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
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| Teacher Teams will meet once a week to analyze student work using a protocol. | All teachers of P.S. 153M | September 9, 2015-June 28, 2016 | School leaders, all teachers, instructional |

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| <p>Learning opportunities for various protocols for looking at student work will be conducted by instructional coaches</p> <p>Professional Development Team will analyze data to develop planning cycles of professional learning opportunities focused on the needs of school and teachers</p> <p>Afterschool Professional Learning Opportunities will be conducted to give teachers an opportunity to enhance their instruction via the protocol for looking at student work</p> <p>After school study groups will provide teachers with an opportunity to learn different strategies and implementing protocols</p> | | | coaches, guidance counselors |
| To address the needs of ELLs and Students with Disabilities, teachers at PS 153 receive professional learning workshops about current trends, practices and strategies to better support students in these subgroups. Teachers will have the opportunity to participate in inquiry groups that will focus on researching the best practices for ELLs and Students with disabilities. Peer Lab sites will be conducted in order for teachers to be able to learn from the modeling of best teaching practices. | Parents of students in Pre-K-5 th grade | September 9, 2015-June 28, 2016 | School leaders, all teachers, instructional coaches, ESL teacher |
| Parents will be provided with information about curriculum through a variety of workshops. Monthly open houses will be offered to give the parents an opportunity to visit teacher's classroom and be informed of a different strategies they can use to help their children. | All teachers of P.S. 153M | September 9, 2015-June 28, 2016 | School leaders, all teachers, instructional coaches, ESL teacher |
| Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. | All teachers of P.S. 153M | September 9, 2015-June 28, 2016 | School leaders, all teachers, instructional coaches, guidance counselors |

Part 4 – Budget and Resource Alignment

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|---|----------|--|--------------------------------|--|------------|--|------------------|--|-------------------|----------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | |
| 1. Instructional coaches, teacher surveys, professional learning plans, observations (informal and formal), common preparation periods, lab sites, learning rounds and intervisitations among others. | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | |
| X | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | Other |

Part 5 – Progress Monitoring

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| 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. |
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By January 31, 2016, teachers will answer a questionnaire which will give feedback regarding their use of protocols to analyze student work and it's impact on teaching and learning.

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 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.

Based on the school survey and our last Quality Review we noticed that teachers felt that their individual professional needs were not being met, as a result we developed professional learning cycles that target the needs of the teacher. Also, based on frequent observations and learning walks we collected and analyzed data sources. While administration has been working on providing quick and honest feedback, we are still struggling with moving teachers quickly across the continuum of HEDI to effective and or highly effective.

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, Principal, Assistant Principals, Teacher Effectiveness Coaches, and will meet at least once per week to develop professional learning opportunities on rigorous classroom instructional. Our expectations are that about 50% of our teachers will increase from developing to effective on the HEDI scale.

Part 3 – Action Plan

| <p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Principal, assistant principals, instructional coaches and guidance counselor will meet weekly and plan workshops to address the social emotional support to students.</p> <p>Implementation of Student Intervention Team</p> <p>Teachers and administrators will have the opportunity view video taped lessons of effective teaching practices.</p> <p>Teachers will practice low inference note taking by using the Danielson Rubric.</p> <p>Administrators will create a tracking system which will monitor each teachers HEDI progress.</p> <p>Teacher book clubs using research based ideas for teacher development.</p> | <p>All Teachers at P.S. 153M</p> | <p>September, 2015- June 2016</p> | <p>School leaders, all teachers, instructional Coaches , Guidance counselors</p> |
| <p>Attendance committee meets weekly to identify and work with families of students with poor attendance.</p> | <p>Teachers and students with attendance issues</p> | <p>September, 2015- June 2016</p> | <p>School leaders, all teachers, instructional Coaches , Guidance counselors</p> |
| <p>Guidance counselors hold assemblies to celebrate attendance, behavior, and academic growth.</p> | <p>All classrooms at P.S. 153M</p> | <p>September 2015 – June 2016</p> | <p>School leaders, all teachers, instructional Coaches , Guidance counselors, Support Staff</p> |
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Part 4 – Budget and Resource Alignment

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

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| Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| | Tax Levy | | Title I SWP | X | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| <p>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.</p> <p><u>By January 2016, feedback sessions and surveys from teachers, parents, and students will be collected and analyzed.</u></p> |
| <p>Part 5b. In February 2016, 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 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.

Our annual School Survey indicated that our parents would like to be more involved in our school activities. They also provided feedback through the parent association.

Part 2 – Annual Goal

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

By June 2016, 90% of our parents will have engaged in at least 2 school activities other than parent teacher conferences. This will be evidenced by parent and guardian attendance sheets from other workshops, activities, and open house events.

Part 3 – Action Plan

| <p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|--|
| <p>Staff led workshops for parents Literacy Publishing Parties</p> | <p>All of our parents</p> | <p>From September 2015 – June 2016</p> | <p>Parents, school leaders, classroom teachers, instructional coaches, guidance counselors, SAPIS worker, parent association, SLT,</p> |

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| Monthly Open Houses | | | |
| Curl Up with a Great Book Day | | | |
| Math Competitions | | | |
| Parent Curriculum Workshops | | | |
| Trips | | | |
| Dress Up as your Favorite Character Day | | | |
| Math Nights | | | |
| Literacy Nights | | | |
| Increase school involvement | | | |
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Part 4 – Budget and Resource Alignment

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|---|-----------------|---|--------------------------------|--|-------------------|--|-------------------------|--|--------------------------|--|-----------------------------|
| Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| Classroom teachers, Instructional coaches, school leaders, support staff, Sapis worker, specialists, school community | | | | | | | | | | | |
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

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| 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. |
| By January 31, 2016 we will have about 45% of our parents will have engaged in school activities other than parent teacher conferences. |
| Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|---|---|--|--|
| English Language Arts (ELA) | The reading levels would be utilized to determine the students in need of AIS for the early grades and the NYS ELA scores for the upper grades. | Guided Reading | Students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in ELA. Groups are differentiated based on DRA reading levels. Small group instruction three times per week – 45 minutes. | All services are provided during the school day and afterschool |
| Mathematics | The baseline assessments and the end of the chapter assessments would be utilized to determine the students in need of AIS for the lower grades. The NYS Math scores would be utilized to determine the students in the upper grades. | Academic Intervention Services | Students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in Math. Groups are differentiated using the predictive diagnostic assessment data. Small group instruction using performance indicator to address student needs. Small group tutoring four times per week, 45 minutes . | All services are provided during the school day and afterschool |
| Science | Teachers would identify the students through their observations/ data | Academic Intervention Services | Students receive intervention with teacher scaffolding through weekly | All services are provided during the school day and afterschool |

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| | collection/ conference notes. | | conferences, strategy groups and differentiated instruction in Science. Groups are differentiated using the predictive diagnostic assessment data. Small group instruction using performance indicator to address student needs. Small group tutoring four times per week, 45 minutes. | |
| Social Studies | Teachers would identify the students through their observations/ data collection/ conference notes. | NYS Social Studies Core Curriculum | Students receive intervention with teacher scaffolding through weekly conferences, strategy groups and differentiated instruction in Social Studies. Assessing students' progress via observations and End of Unit projects. Integration of fiction and non-fiction reading into units of study three 45 minutes sessions per week. Focus on contend area reading to support comprehension of non-fiction text. | All services are provided during the school day and afterschool |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | The guidance counselors, school psychologist and social workers would identify the students at risk at their SIT meetings. Teachers could also recommend students for these interventions. | Socio-emotional counseling and support | For 3 rd , 4th, & 5th grade students counseling focuses on the socio-emotional needs that may prevent students from developing effective learning skills. Individual counseling focuses on students' difficulties with self-esteem, | All services are provided during the school day and afterschool |

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| | | | <p>separation anxiety, sadness, loss and bereavement and aggressive behaviors. Group counseling is delivered to reinforce group dynamic skills and to foster interactions amongst students. Meetings with parents take place to develop a proactive plan for students, as well as to discuss crisis of children with some level of emotional needs.</p> <p>Instructional Support Team School Psychologist serves our high risk students and families with social/emotion counseling and support. K, 1st & 2nd grade students receive counseling addresses students' emotional/behavioral difficulties, as they can impact on academic learning. Individual counseling focuses on students' difficulties with self-esteem, separation anxiety, sadness, loss and bereavement and aggressive behaviors. Group counseling is delivered to reinforce group dynamic skills and to foster interactions amongst students. Meetings with parents take place to develop a proactive plan for students, as well as to discuss crisis of children with some</p> | |
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| | | | level of emotional needs. | |
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Our teachers are HQT as of BEDS report from 2014-2015. P.S. 153M has a hiring committee. This committee meets regularly, not only to establish the rubric to be used during the hiring process but also to ensure that the new teachers have the support they need. Our new teachers participate in the mentoring program. They are paired with our staff according to their needs. The school has a safe environment and an inclusive culture that support progress towards the school's professional, academic and social-emotional learning goals. Our staff is included in the decision-making process of the school. Our school provides high quality professional development offered by not only our staff but by consultants according to the DOE regulations |

2b. High Quality and Ongoing Professional Development

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| 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). |
| Our school personnel will receive professional development during preparation periods, faculty conferences, lab sites and following learning walks/instructional rounds. In addition, our school personnel participate in outside professional development offered by ReadyGen and Go Math. Furthermore, there are professional development days assigned by the chancellor in which our staff receives ADVANCE professional development. Some of the topics covered during professional development are: ReadyGen, Go Math, Danielson Framework, new teacher evaluation, incorporating DOK and UDL into the literacy block and using 21 st Century skills and technology to teach English, supporting newly arrived ELLs. Furthermore, all staff is required to write their own professional development plan. Professional development will be differentiated based on the teachers' PPD. The professional development would be provided by our mentor teachers, advance coaches, grade teacher leaders as well as outside consultants. |

Part 3: TA Schools Only

3a. Use of Program Resources

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| Describe how the TA program resources will assist participating children to meet proficiency. |
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3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Our Pre- K staff in conjunction with the social worker and the school counselors provides workshops and information to the parents of our Pre-K students in order to prepare them for Kindergarten. Our Pre-K program is aligned with the CCLS. Our Pre-K students start their transition process at the beginning of June. They visit the Kindergarten classes and meet the current Kindergarten teachers. We offer school tours as well as orientations for the new students. Our Pre-K family worker assists our Pre-K students with their transitions.

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.

Our teachers participate in the use and selection of assessments. Teacher Team Meetings are conducted in order to analyze the assessments and inform instruction every other week. Teachers use their data such as reading levels, performance based assessments, and conferences to be able to identify a student’s weakness and strength. Using their data, teachers are able to develop activities that will help each child obtain mastery in a particular strand. The data also provides teachers information on how they are going to develop their groups for differentiated instruction. Teachers use their data to develop assessments and projects that will enrich or provide practice for students. Teachers use their data to create projection sheets; they are able to develop goals and projections for their class. During the team meetings, teachers share their data to have discussions on specific strategies they can use with their students so they can reach full potential.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. |
|--------------|--|---|--|
|--------------|--|---|--|

| | | FY '16 school allocation amounts) | Column A Verify with an (X) | Column B Section Reference(s) |
|------------------------|---------|-----------------------------------|--------------------------------|----------------------------------|
| Title I Part A (Basic) | Federal | 452,147.00 | | |
| Title II, Part A | Federal | 155,897.00 | | |
| Title III, Part A | Federal | 25,932.00 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 3,576,053.00 | | |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. 153M**, 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. 153M** 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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;

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

School-Parent Compact (SPC)

P.S. 153M, 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

| Part A: School Information | |
|---|--------------------|
| Name of School: <u>Adam Clayton Powell Jr</u> | DBN: <u>06M153</u> |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) | |
| <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: <u>185</u> |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 |
| <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>9</u> |
| # of certified ESL/Bilingual teachers: <u>9</u> |
| # of content area teachers: <u> </u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Begin description here: After analyzing our data (ELA, MATH, and NYSESLAT scores) for our ELL population, we determined that there is a need for a Saturday Program. Ninety six percent of our ELLs scored levels 1 and 2 in the ELA and Math test. In addition, 64% of our ELLs scored levels B and I in the NYSESLAT. Furthermore, 57% of our ELLs in the lower grades scored approaching grade level in their reading scores according to their DRA. The students will receive Literacy instruction, following the core curriculum, in English. The lessons would follow the workshop model. The Dual Language Enrichment program will run from February through May from 10:00 am - 1:00 pm. There will approximately 15 sessions. Our ELL students will receive instruction through diferent modalities in order to enhance their English language arts skills. There will be field trips to support this program. There will be one class per grade (K - 5), except for grades 2nd, 3rd and 4th, which would have 2 classes each. This would create a total of 9 classes. There should be about 20 students per class. The students will be serviced by nine certified ESL/ Bilingual teachers. This program is for the ELLs in our Dual Language program. There would also be a supervisor/ administrator for the program. One of the resources for this program will be Empire State NYSESLAT ESL/ELL (preparation materials for the NYSESLAT). This resource would help to prepare the students for the NYSESLAT since it provides activities for all the modalities of the NYSESLAT. This program have activities to address the lsitening, speaking, reading and writing skills. It is also formated as the NYSESLAT. Furhtermore, it helps to enhance the students' vocabulary by provinding practice in all the modalities. This program is also research based.

Part C: Professional Development

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

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

Begin description here: Our entire staff will receive professional development at least one Monday a month from 2:20 pm to 3:40 pm. In addition, they will receive professional development during lab sites, and following learning walks/ instructional rounds. This would make it about 20 sessions, at least. Specifically, the PD will include Ready Gen, Go Math, Danielson's Framework, ESL modalities, SIOP Model, using science and technology to teach English, and supporting newly arrived ELLs in the upper grades. Our staff is required to write their own professional development plan. These would be taken into consideration when the PD is developed. These sessions would be provided by various ESL certified teachers. The teachers providing instruction for the Dual Language Enrichment program would be participating on the above mentioned professional development. In addition, our teacher effectiveness team as well as our ESL teacher would provide professinal development for them. Their professional development would be concentrated in developing the literacy skills of our our ELLs, ESL modalities, the SIOP model, and usind different points of entry in the lessons in order to help the students to at least make one year's progress in literacy. This professional development would be provided on Tuesdays from 2:20 - 3:10 pm. from January through May.

Part D: Parental Engagement Activities

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

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

Begin description here: Our parents are very active in the school community. Based on the needs that they have expressed, we offer a variety of workshops on topics including Ready Gen/ Literacy, Go Math/ Mathematics, using assessment data, how to support academic growth at home, and technology. We plan our workshops according to the needs of the parents expressed through either a survey or conversations. All workshops are presented in English and Spanish. We have different presenters, mostly our ESL teachers. These workshops are conducted at least once a month from 8:15 am to 10:00 am. When parents express the need for workshops to be presented in the afternoon/ evening, we make it happen. The parents would be notified via flyers / letters, phone messenger, newsletters, our information board, and Kininvolved.

Part E: Budget

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

Allocation Amount: \$ _____

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

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 06 | Borough Manhattan | School Number 153 |
| School Name Adam Clayton Powell Jr | | |

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 Karen Bailey | Assistant Principal Sol Idalia Flores |
| Coach Angela Torres | Coach Maggie Tejada |
| ENL (English as a New Language)/Bilingual Teacher Evelyn Mbame | School Counselor Yira Ramirez |
| Teacher/Subject Area Courtney Donovan/ Special | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Stephanie Pratt |
| Related-Service Provider type here | Borough Field Support Center Staff Member type here |
| Superintendent Manuel Ramirez | Other (Name and Title) type here |

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 | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 6 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 0 | 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] | 0 | Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|--------------|
| Total number of students in school (excluding pre-K) | 701 | Total number of ELLs | 231 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|------------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

| | |
|---|---|
| This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): |
| Dual language program (DL) | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): Spanish/English |
| Freestanding ENL | Yes <input type="checkbox"/> | No <input checked="" 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 # |
| Transitional Bilingual Education | | | | | | | | | | | | | | 0 |
| Dual Language | 1 | 2 | 2 | 1 | 1 | 1 | | | | | | | | 0 |
| Total | 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 | | | | | |
|-----------------------------|-----|---|-----|---|----|
| All ELLs | 231 | Newcomers (ELLs receiving service 0-3 years) | 148 | ELL Students with Disabilities | 14 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 69 | Long-Term (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 | |
| TBE | | | | | | | | | | 0 |
| DL | 67 | | | 34 | | | | | | 0 |
| ENL | 88 | | 7 | 42 | | 7 | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 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 <u>Spanish</u> | 15 | 10 | 28 | 30 | 18 | 19 | 18 | 19 | 18 | 14 | 16 | 14 | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 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 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section is for Dual Language Programs Only

| | |
|---|--|
| Number of students (students fluent in both languages): <u>114</u> | Number of students who speak three or more languages: <u>0</u> |
|---|--|

| 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 | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

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 |
| Entering (Beginning) | 16 | 7 | 2 | 7 | 6 | 4 | | | | | | | | 0 |
| Emerging (Low Intermediate) | 7 | 2 | 15 | 9 | 8 | 6 | | | | | | | | 0 |
| Transitioning (High Intermediate) | 11 | 6 | 7 | 3 | 2 | 6 | | | | | | | | 0 |
| Expanding (Advanced) | 15 | 22 | 4 | 12 | 7 | 14 | | | | | | | | 0 |
| Commanding (Proficient) | 21 | 6 | 0 | 1 | 1 | 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 | | | | 0 | 0 | 0 | | | | | | | | 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 | | 5 | 7 | 3 | 10 | 7 | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 37 | 5 | 12 | 1 | 0 |
| 4 | 31 | 12 | 2 | 0 | 0 |
| 5 | | | | | 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 | 35 | | 18 | | 14 | | 14 | | 0 |
| 4 | 32 | | 9 | | 5 | | 4 | | 0 |
| 5 | | | | | | | | | 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 | 4 | | 11 | | 2 | | 14 | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
At P.S. 153M, we utilize DRA to assess the early literacy skills. This data shows us where our students are standing in terms of literacy skills. It gives us a base line to form instruction and develop the students' goals for the year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Our NYSESLAT data shows that the majority of our students are in the Expanding stage. Our ELLs are improving in terms of literacy skills. Our NYSITELL data shows that many of our newly enrolled Kindergarten ELLs students are English proficient by passing the NYSITELL.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school uses the AMAO to not only collect information regarding our ELL students, but also to look at trends and to inform instruction. For example, we use the data to look for patterns in our Transitioning students in order to design instruction that would help them score Commanding in the NYSESLAT. Teachers also use it to design their language objective for their lessons. Our data reveals that the majority of our students are at the levels of Expanding and Commanding. It also reveals that our ELL students need support in the ELA and Math in order to increase their scores.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
Across grades, our ELL population is improving in terms of English language acquisition. This means that our ELL are moving at a fast pace towards the Commanding stage. Many of our ELL population is also moving to being able to master assessments in both languages (English and Spanish). Our ELLs in third grade are performing exceedingly well on the New York State Math Test. We do not currently administer ELL Periodic Assessment because we use curriculum based assessments instead. These assessments show that our ELL students are making adequate progress in the content areas. As mentioned before, we use end of the unit assessments and projects. These

assessments are administered at the end of each unit in all the content areas. They are utilized to see not only how are the students making progress in their content areas, but also to assess their language acquisition. This would inform the teachers how to make changes to their planning in order to address the needs of their ELL students.

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*.]

After the students are assessed with the DRA, the data collected is utilized the different tiers (Tier 1, 2, or 3) in order to differentiate the instruction. The teachers utilize the information to make lessons meaningful, to develop language skills and complex thinking.

6. How do you make sure that a student's new language development is considered in instructional decisions?
We ensure that the students' new language development is considered in the instructional decisions by having teacher team meetings and common planning periods. Teachers get together to discuss and analyze student data, assessments, and work. Then, they decide the next steps for instruction. They use the data to inform their instruction. Our teachers utilize the targets of measurements/ Bilingual progressions in order to ensure a cohesive and scaffolded lesson plans. They also ensure that the pacing is accurate. Through out different celebrations and school wide events thru the school year, our students have the opportunity to celebrate their cultural background. This information as well as the educational history of the students is included in the differentiation of the lesson plans the teachers prepare.

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?

EP students are assessed in Spanish with the DRA as well as Spanish versions of Go Math and Science and Social Studies summative assessments. By the end of Fifth grade, our EP students are able to read, write, listen and speak in Spanish at an academic level. Our EP students perform very well in the State tests as well as in the school assessments.

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

Once the State tests are available, we look at our data to ensure that we are meeting our targets, including our AYP for ELLs. Since we are meeting our goals, this tells us that our programs are successful. The results of the state and citywide tests inform our school community as to the success of our programs. In addition, the students's PBA, DRA, baseline assessments, and end of the unit assessments let us know how our programs are doing.

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.

In P.S. 153M, identification of ELLs is taken very seriously and done meticulously. This is done by trained and certified personnel. During the initial contact with the parent and child, Ms. Flores, the AP and ENL coordinator, or Ms. Mbame, the ENL teacher, begin with an informal interview which determines eligibility for NYSITELL testing based on home language survey. The Home Language Identification Survey (HLIS) is filled out and other certified staff member acts as translator to assist parents in completing the survey in the student's native language if necessary. After careful review by either Ms. Flores, or Ms. Mbame, eligibility for testing is determined. If it is decided that the child does speak another language other than English most of the time, entitlement letters are sent to parents and the test is administered within ten days. Students who score below commanding or proficiency levels are identified as ELL's. NYSITELL testing and placement must take place within ten days of admission. The Spanish LAB is also administered to all newly enrolled students who indicate that Spanish is the dominant language used at home. The Spanish LAB is used to support schools in instructional planning in providing bilingual and ENL services to these students. Placement letters are sent home in the parent's preferred language of communication. This informs parents of the child's score and placement. Parents are then invited for the orientation meeting where a video of the available programs in NYC schools is shown in their language of preference. Parents are formally informed of the programs available in PS 153, Common Core standards, assessments e.g. NYSESLAT and the parental support systems in place. After this, staff members assist parents with the filling out of the program selection form. Here they choose the model that meets their child's needs the most. Parents are the sole determinants of the ELL programs their children receive. After careful review, and input from the parents, all ELL students are placed into one of the programs our school offers. We emphasize the importance of continuity and consistency to a successful year.

When possible, Ms. Flores, Assistant Principal and ELLs' supervisor, administers the NYSITELL to eligible students immediately following registration. Otherwise, Ms. Mbame, ESL teacher, conducts the NYSITELL within the first 10 days of admission.

to the students who are legible. In addition, a grade supervisor conducts a second student interview and places the child in the appropriate classroom setting. Each Friday, Ms. Flores compiles a list of newly admitted students, cross checks the HLIS with their linguistic code in ATS to ensure accuracy, and reads each child's test history. When a student's primary language is not English and s/he has no prior NYSITELL history, she administers the exam. If the child does not pass and natively speaks Spanish, Ms. Goldfarb tests the child with the Spanish LAB-R. Ms. Flores regularly maintains a database of unofficial NYSITELL and LAB-R Spanish scores so that the school community has access to them before they are published.

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).

Our new students are also assessed using the Developmental Reading Assessment. The DRA would inform the teacher the reading level of the student. It also provides focus of instruction for the different reading levels. This would also help to identify if the student is a SIFE student. We also require the prior report cards of the newly enrolled students. We have a conversation with the parent as well as with the child, in order to have an informed decision as to where the student stands in terms of education. The students are also assessed with the baseline assessments for the other curriculum areas. We ensure that these assessments are performed during the first 30 days upon arrival of the student into our school community.

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 LPT team meets with parents or guardians to review the documents (ie. IEP, HLIS, report cards, and so on). The team will determine whether the child has a language problem or if it's the student's disability that is the dominant factor affecting the student's language proficiency. The LPT decides whether the student takes or does not take the NYSITELL. If the team recommends taking the test, the process continues as necessary. If not, the recommendation is sent to the principal for further review. Ms. Ramos, school social worker, assists the parents of the newly enrolled students with this process. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student.

If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language.

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.

Ms. Flores and Ms. Mbame are responsible for the parent notification letters. Entitlement and Non-entitlement letters are back-packed in parents' preferred language of communication. Phone calls to parents are made and face-to-face meetings are also made when parents drop off their children in the morning or pick them up after school. Calls are also made to meet with parents on Tuesdays during parent communication time. Entitlement letters are distributed also by mail in the parent's preferred language. This process is done within the five school days after administering the NYSITELL.

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).

In the new school year, all enrolled students undergo an ELL identification process. The LPT team is responsible for this process. During the identification process, the parents are verbally informed in their preferred language or through a translator, about the appeals process. If a parent thinks that their child has been misidentified as an ELL or NON-ELL, the parent is aware that he/she could appeal within 45 school days.

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 ENL coordinator and ENL teacher send home entitlement letters immediately after scores of the NYSITELL are obtained. The school organizes a parent orientation during the first month of school for parents of newly enrolled students. Translators are available to answer questions that parents have. Classroom teachers, guidance counselors, and the parent coordinator all join to educate parents about the different programs offered in the school. In PS 153M, we also have an "Open House" where parents are invited to visit and observe student performances in classes with the different options. PS 153M does not have a bilingual program. If parents do not return their selection form as mandated by CR Part 154.2, the default program is ENL.

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.

All parent choice forms are sent out by Ms. Flores and Ms. Mbame in the parents' language of preference. When forms are returned, we file them in the ENL record data binders. If forms are not returned, a variety of things are done. Calls are made to

student's homes to remind parents about the importance of program choice and meeting with the ELL team for orientation. Reminders and second notices are sent out. The ENL teacher monitors the parent survey and selection form by checking off as forms are received. If not received, calls are made to remind parents. The team makes sure that the teachers, guidance counsellors and parent coordinator are all on board to help with parent communication. The ESL/ENL has a list of students missing forms which we update regularly. Another way to monitor parent program choice is to have the parents come in during parent contact time on Tuesdays. Furthermore, classroom teachers will be notified of students missing forms so that this could be completed during parent-teacher conferences.

CR Part 154.2 requires that if a survey is not returned, the student should be placed in a bilingual program. PS 153M does not offer this option. By default, students will be placed in the ENL program. Should a place be available in the TBE program in another school, parents who chose TBE will be notified and given the option of either continuing in the ENL program or transferring.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. After parent choice forms are collected, the choices are recorded and this information is entered on the ELPC screen of ATS within 10 days of admission. These are legal document so copies of parent survey and program selection forms are kept as part of students cumulative record. The ENL teacher keeps photo copies in the ENL binder. A list is generated to monitor students who haven't returned the forms. Letters are resent in parents' preferred language. In addition, we communicate with the parents in their preferred language during PTC, we also make phone calls, and utilize our parent communication time on Tuesdays.
9. Describe how your school ensures that placement parent notification letters are distributed.
Ms. Mbame has copies of the classroom lists and checks it as she sends the letters.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All originals of ELL records are kept in the individual students' cum. If a staff member needs access to it, the classroom teacher will provide the information.
Copies of all letters are made before the ENL team sends them out for record keeping purposes. The school retains all ELL documentation in the ELL binder. Ms. Mbame is assigned to maintain the binder as well as Ms. Flores. The ELL binder is kept in the main office. Anyone who needs information from it, could request it to the secretary in the main office.
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.
Each Spring, the testing coordinator, Ms. Flores, reviews the ELL data to determine who will take the NYSESLAT. This is a careful data verification process that ensures we test each eligible child. They print the Revised Lab/ NYSESLAT Eligible Roster (RLER) and the entire school test history. She then cross-reference the two documents with each other and with the informal NYSITELL results to create the most up-to-date and comprehensive list of students who will be tested. Then, they print a school wide Official Change of Attendance (RCAL) from ATS and highlight the English Language Learners (ELLs). Each of the four adjacent columns on the document is labeled according to the different parts of the NYSESLAT. As proctors complete each component of the test and return the completed answer documents, the testing coordinator checks off the appropriate column for each student. This precise record keeping system helps us to fully test every ELL and prevents invalid scores. It also identifies the few students each year who need to be tested but do not automatically print out an answer document, including those whose NYSITELL scores do not yet show in the test history. After the students are tested, a list of students who were absent during part or all of the test administration is generated. Make ups are then given. A checklist of names of students who took the test is kept for each section or modality.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Ms. Mbame has a list of all the students who require an entitlement and transitional support parent notification letters. As she distributes them, she checks them up. All notices are kept in students' red folders (at P.S. 153M, we utilize red folders for home/school communication) and bag packed. This travels with the children daily. The ENL teacher gives copies of Entitlement, Non-Entitlement, placement etc to the classroom teachers who put them in the students' red folders to take home. All communication is done in parents' preferred language of communication. Parents are further called or reminded during drop off in the mornings or pick up in the afternoons. Classroom teachers also remind parents about notices sent home.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing our Parent Survey and Program Selection forms the trend in program choices is Dual Language. About 92% of our parents prefer our Dual Language program.
Yes, program models are aligned with parent requests. As the Dual Language program has gained momentum over the years, the majority of parent choice has shifted from Transitional Bilingual to Dual Language. Through parent feedback and anecdotal evidence, we have learned that many parents want their children to still learn in Spanish but prefer them to become bilingual, biliterate, and bicultural as opposed to using Spanish as a support to learn English. They value the culture and community of the Dual Language program, and they appreciate that it makes a large school feel smaller. As educators, we fully support this shift in parental choice because we know that our Dual Language classes have consistently outperformed our Transitional Bilingual classes on state tests and in school-based assessments. For that reason, we offer two Dual Language classes on each grade, and we nurture the

development and growth of the program. We no longer have Transitional Bilingual classes, but we take great care to transition new arrivals from Spanish to English regardless of the program in which they are enrolled. We also service these children through our Inquiry Team work, and we are currently launching two team projects designed specifically for newly arrived ELLs in third through fifth grade.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
 1. As per CR Part 154.2, there are 2 types of ENL:
 - Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher.
 - Integrated ENL is instruction to build English language skills through content area instruction. Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.In this program the teacher ensures that ELLs are held to the same high standards as native speakers. This is done through ENL methodology and strategies. Various scaffolding methods such as teaching academic vocabulary, modeling, integrating oral and written language instruction into content area teaching. Use of instructional tools such as visuals, short videos and graphic organizers to make text comprehensible. All classrooms have technology like computers and smart boards to meet the different learning styles of ELLs. The ENL teacher works in collaboration with classroom teachers to plan lessons and deliver instruction through the use of graphic organizers, webs, charts, manipulatives, and TPR method. In PS 153M we also use “the language of response”, sentence starters and think pair share to improve conversation and facilitate learning. ELLs receive all instruction in a pull out program offered by our ESL teacher.

ESL program models are both heterogeneously mixed according to academic and linguistic proficiency.
 - b. TBE program. *If applicable.*

At P.S. 153M we do not have a Transitional Bilingual Program at this moment.
 - c. DL program. *If applicable.*

ELLs receive all instruction in a side by side model. That is, the students change classrooms each day between English and Spanish. Dual Language program models are both heterogeneously mixed according to academic and linguistic proficiency. In this program the teacher ensures that ELLs are held to the same high standards as native speakers. This is done through ENL methodology and strategies. Various scaffolding methods such as teaching academic vocabulary, modeling, integrating oral and written language instruction into content area teaching. Use of instructional tools such as visuals, short videos and graphic organizers to make text comprehensible. All classrooms have technology like computers and smart boards to meet the different learning styles of ELLs. Both DL teacher collaborate to plan lessons and deliver instruction through the use of graphic organizers, webs, charts, manipulatives, and TPR method. In PS 153M we also use “the language of response”, sentence starters and think pair share to improve conversation and facilitate learning. ELLs receive all instruction in a pull out program offered by our ESL teacher.
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)?

In the Dual Language program, ESL/ELA, and ENL are provided in a one to one ratio. This is a side-by-side model, in which the teachers remain stationary and each class alternates between teachers on alternate days. Therefore, fifty percent of instruction is delivered in English and fifty percent in Spanish.

As per CR Part 154.2, students in all different levels have mandated instructional minutes. We see to it that students meet their mandates. CR part 154.2 mandates that all ENL classes provide instructional time according to proficiency level. Entering and emerging receive two

units of study per week(360minutes) , transition and expanding receive one unit of study per week (180minutes) , and commanding, who are proficient or former ELLs, must continue to receive 90 minutes per week of integrated ENL services for an additional 2 years.

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.

At PS 153 content is made comprehensible by using the sheltered instruction observation (SIOP) protocol. A research based and validated model that has proven effective in addressing the academic needs of ELLs. The lessons have a learning objective and a language objective. We use speech that is appropriate for students proficiency level, academic tasks are clearly explained, a wide variety of technics to make content clear is used. For example, modeling, use of visuals, demos, and hands on activities. We consistently use scaffolding technics throughout the lesson, including a variety of question types that promote higher order thinking skills.

Dual Language model provides instruction in both English and a second language; in our case, Spanish is the second language. This approach allows English learners to help native English speakers learn through a second language, while native English speakers help English Learners acquire language and the curriculum through English. We also use think alouds, think pair share, where students are allowed time to process a question, verbalize it to a peer and then volunteer the answer to the class. Use of cognates, accept students contributions in their native language (L1) during class discussions then repeat back in English what they said. Classrooms are labeled in English and Spanish. The teacher accepts initial writing in the native language as students transition to English writing.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The DRA is provided to the students three times a year. Also, the end of the unit assessments for Go Math and Ready Gen are provided. Furthermore, teacher observations and conference notes are utilize to monitor the students' progress and inform instruction

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teacher observations and conference notes are utilize to ensure that the students are evaluated in all four modatlities.

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. Our goal is to introduce or reintroduce SIFE students into a school setting and provide them with the tools that they need to successfully learn English, make academic gains, and learn to navigate American culture. We differentiate instruction within the classroom by providing them with materials that are both age appropriate and meet them at their linguistic and instructional level.

We also stream students to classrooms where they can engage in learning foundations of reading and pairing up with buddies who speak their native language. Finally, we offer students the opportunity to spend their lunch periods in Lunch Bunch with a guidance counselor and other students so that they can develop social and linguistic skills in a small and nurturing environment.

B.

These students are engaged in the same curriculum as the rest of the student body, but they receive additional linguistic support and more small group instruction in ESL and Dual Language settings. The classroom teachers focus heavily on reading, writing, listening, and speaking through the use of technology because we have found that it invokes a high student interest. They engage in interactive work online and build linguistic skills in that manner. These students are also targeted for 37 ½ minutes, Extended Day, Saturday Academy, and PIP.

C.

We know that these students are traditionally very strong in listening and speaking, but they struggle to gain proficiency in reading, writing, and the content areas. Therefore, in conjunction with their teacher, each of these students create personal goals for each unit of study. These goals address their specific areas of need and motivate students to work beyond their former expectations. Teachers and students assess and realign goals in one-on-one conferences based on data from ITAs and Predictive Assessments. This individual attention and progress monitoring is key to preventing students from becoming long-term ELLs.

D.

Long-term ELLs are students who have not benefitted enough from the traditional classroom experience including

differentiated instruction and individual goal setting. Therefore, their needs necessitate a more aggressive form of academic intervention. This involves additional tutoring in both English and their native language, if possible.

E.

Based on the NYSESLAT scores, former ELLs are mandated to receive up to 2 years of service of 90 minutes of instruction per week after they exit the ELL program or become proficient. Furthermore, ELLs and former ELLs have testing accommodations on the NYS ELA and other content area assessments. Half time extensions such as time and a half, also have separate locations. Which provides optimal testing environment for ELLs. Bilingual dictionaries and glossaries, third reading only in ELA if one exists, and the simultaneous use of English and alternative materials. On the contrary, since NYSESLAT is designed specifically for ELLs, testing accommodations ordinarily permitted for ELLs taking other state tests are not permitted for NYSESLAT.

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.
After the principal, parent, guardian and student have been notified of the re-identification decision, the principal must review the process. This is to ensure that the student's academic progress has not been adversely affected by the decision. The principal will consult with the parent/guardian, the student and a qualified staff in the school, which can be an ENL provider or a classroom teacher. If the principal believes that the student has been adversely affected by the determination, the principal must provide additional support services to the student as stated in CR Part 154. 2.3 and may reverse the determination. If the principal's decision is to reverse the ELL status, the Superintendent or his designatory is consulted. The final decision and notification will be sent to the parent/guardian and/or student in their preferred language within 10 school calendar days. Ms. Mbame and Ms. Flores are the staff members who are trained and qualified for this process.
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?
Our teachers of ELL- SWD utilize Ready Gen, Go Math, and the other core curriculum that the regular classes utilize. They also implement the ELL modalities.
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?
Flexible scheduling is done through the pull out program. Within this program the teacher, provides intensive academic instruction which also assists the students with the acceleration of language development. We will ensure that the instructional plans for each child with an IEP are kept by constantly revising their IEP and their classroom goals. At the end of each unit in each curriculum area an assessment is done in order to monitor the students' progress. At this time, the IEP goals as well as their instructional goals would be revised by the IEP team.

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 | STAND-ALONE ENL K-12 Certified ESOL teacher | | INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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 | STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL Teacher | | INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

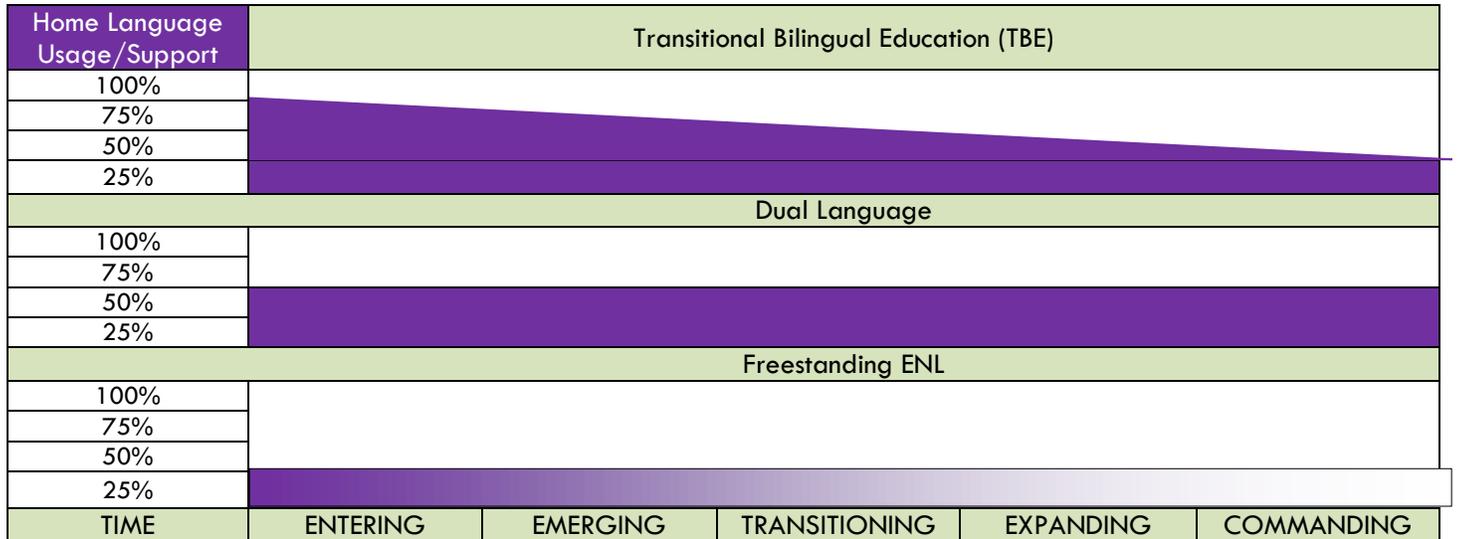


*Note “other approved services” does not apply to New York City at this time.

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. Over the past few years, data has shown that lower grade content area intervention is most needed in ELA. For that reason, we have purchased a new reading program that will be used to supplement Ready Gen. Along with building literacy skills, Reading Street also has an ESL component that will allow teachers to do more direct instruction on grammar and vocabulary building. In the upper grades, we have found that ELLs more commonly need intervention in both ELA and math. They are eligible to participate in PIP groups, extended day, extended day after school, Saturday Academy, and bilingual SETTS if they speak Spanish.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our State Exams Scores show that our Dual Language Program is very successful in in meeting the needs of our ELLs in both content and language development. In our Socila Studies' program, our teachers develop end of the unit assessments/ projects which determine if the students are reaching the goals. Through the analysis of these assessments, the teachers would notice if our ELLs are making adequate progress. Some ways we scaffold for ELLs in social studies is by pre-teaching academic vocabulary and differentiating learning tasks and materials. Students work in groups and partnerships so that they are able to comprehend material and participate in class. Use of charts and prompts support the development of academic language, leading to acquiring academic skills necessary for success.
- Our entire staff is aware that they are responsible for teaching ALL of our students, including our ELLs and SWD. This done through professional learning and staff meetings.
- Our teachers review the student's data at least twice a month during the teacher team meetings.
12. What new programs or improvements will be considered for the upcoming school year?
- At this moment we are utilizing the new curriculum of Ready Gen and Go Math.
13. What programs/services for ELLs will be discontinued and why?
- At this moment we are not discontinuing any programs or services for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have the same access to school programs, if not more. They are able to join any club or team including but not limited to boys and girls soccer, boys and girls basketball, cheerleading, boys and girls track, orchestra, and vocal club. In addition, we have a Saturday Program for second grade ELLs. We invite our students thru flyers, letters, and conversations with their parents.
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.
- ELLs use the same instructional materials as other students, but they may use them in different ways or with different frequency. For example, ELLs tend to use math manipulatives and hands-on materials more often to help demonstrate understanding. They also require additional resources, particularly in literacy. Picture dictionaries, thesauruses, and books/materials in the native language are common resources. Additionally, ELLs benefit greatly from using technology such as brainpop.com, unitedstreaming.com, teachervision.com, educationplace.com, and starfall.com. These websites create a visual and auditory learning experience for students and help them to gain English proficiency, content area knowledge, and literacy skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- In Dual Language, native language support is abundant. Every other day ELLs receive 100% of their instruction in their native language as well as all of their materials and assessments. In ESL, native language support is more subtle and includes books in the native language, partners who speak their language, and when possible, native language support from the teacher him/herself.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- We know that learning a second or third language is extremely challenging and will affect a child's self-esteem in a profoundly positive or negative manner. We take great precautions to ensure that our instructional decisions and use of materials build a child's confidence and help them to discover their greatest abilities as a learner. Therefore, we provide supports and resources that will be appropriate for each child considering their level of English proficiency, their academic standing, and their age. We use the students' language to help in building oral language development tin their first language and to develop enhance their cognitive skills as they are acquiring the target language. We provide supports such as scaffolding the lessons, charts with language of response, manipulatives, asn so on.
- Translation of tests are provided when available. We also have a buddy system –new arrivals partnered with advanced ells fluent in both languages.
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).
- In previous years, new entrants have participated in Title III programs focusing on orientation towards New York City and American culture.

19. What language electives are offered to ELLs?

N/A

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)?

A.

All students, whether EPs or ELLs, receive 50% of their instruction in English and 50% in Spanish.

B.

EPs and ELLs are integrated for 100% of the instructional day. Our model strives to have 50% EPs and 50% ELLs in each class, although those percentages change as ELLs become proficient in English. All content areas are taught by the classroom teacher within the regular school day.

C.

Students alternate between teachers each day so that they receive instruction in English from one teacher on one day and in Spanish from the other teacher the next day. The only exception is that the students remain with the same teacher for writing for the duration of one month. This way they have time to focus on and develop skills in one language at a time.

D.

We use the side-by-side model, in which teachers remain stationary and students alternate between teachers each day. Therefore, they receive one full day of instruction in Spanish and the following day they receive English instruction, with the exception of writing, which is taught in one language for a month at a time.

E.

Both languages are taught at the same time.

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.)

ELL personnel will receive professional development during the assigned time every Monday and Tuesday, during lab sites, and following learning walks/instructional rounds. Specifically, the PD will include incorporating Ready Gen and Go Math, using science and technology to teach English, and supporting newly arrived ELLs in the upper grades. For example, in literacy, staff would get professional learning opportunities in Read Alouds, developing vocabulary, reading strategies, and so on. Also, all staff is required to write their own professional development plan. This information would be used to design professional learning opportunities to the staff members.

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?

ELL personnel will receive professional development during the assigned time every Monday and Tuesday, during lab sites, and following learning walks/instructional rounds. Specifically, the PD will include incorporating Ready Gen and Go Math, using science and technology to teach English, and supporting newly arrived ELLs in the upper grades. For example, in literacy, staff would get professional learning opportunities in Read Alouds, developing vocabulary, reading strategies, and so on. Also, all staff is required to write their own professional development plan. This information would be used to design professional learning opportunities to the staff members. We will also offer professional learning opportunities for the SIOP model as well as other modalities to address the ELL population.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
On a weekly basis, the support staff provides fifth grade teachers and students with an assembly that focuses on adolescent behavior and physical changes, appropriate social conduct, cultural diversity, and discovering a career path. They also provide support to our Fifth graders as they transition to middle school. They offer workshops to parents to also support them in this process. Our guidance counselors attend professional learning activities provided by the DOE too. In addition, they attend professional learning opportunities provided by other entities such as NABE.
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.

Our schedule is designed in a manner that provides ample time to have professional learning every Tuesday and Thursday besides the already designated time on Mondays and Tuesdays for professional learning. This ensure that our staff would receive more that the required time for professional learning. All staff, including assistant principals, ENL coordinator, secreatires and parent coordinator, will receive the same professional development that is described above for ENL and Dual Language teachers. We believe that all of us are teachers of ELLs, regardless of the program in which we teach. This PD will occur during the designated time on Mondays and Tuesdays, during our scheduled time on Tuesdays and Thursdays, during lab sites, and following learning walks. Our records of agendas and signing sheets are kept in the ELL binder.

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?

We have an active Parent Teacher Association with growing membership each year. The school also provides parent workshops on topics including our common core curriculum, using assessment data, and how to support academic growth at home. All workshops are presented in English and Spanish; parent volunteers are recruited to translate into other languages as needed. On Tuesdays, our teachers have allotted time to contact the parents and inform them about their children's progress. In addition, we have open houses in which the parents are welcome to meet with the teachers. These open houses are every month. The teachers, the secretary and the ENL coordinator keep records of the sign in sheets and agendas.

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.

Our records and outreach to parents are kept in the ELL binder. The ENL coordinator is responsible for keeping the ELL binder up to date. If translation services are needed, Ms. Mbame and Ms. Flores would ensure that they are provided.

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

Our ELL parents are extremely involved in our school community through various activities. They participate in our school-wide events, which are at least once a month, as well as in the classroom activities such as class trips, and end of unit celebrations. These celebrations tend to be once a month. We also have celebrations for Mothers' Day and Fathers' Day. Our Parent Coordinator assists in informing our parent community of our activities. She also provides workshops for the parents every other week. Translation services are provided as needed. Our parents also participate in adult classes provided for ENL and technology in the school. These classes take place on Wednesdays and Thursdays during the Spring.

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

We partner with CBOs that come to our school to present information to parents and students alike. Organizations include the MORE Program, a dyslexia organization, CPR training, Learning Leaders, Harlem Hospital, and Project SOAR. The parents attend the workshops, and some times, offer them when appropriate. Translation services are provided as needed.

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

We create monthly surveys to find out parents' needs and wants. The surveys are distributed in English and Spanish. If any parent needs a translation in their native language, we would contact the Translation and Interpretation unit.

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

The monthly parent surveys indicated that parents were in need of evening ESL classes as well as computer and technology classes. We now offer those programs.

D. Additional Information

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

Paste response here:

| School Name: <u>Adam Clayton Powell Jr</u> | | School DBN: <u>06M153</u> | |
|---|---|----------------------------------|-----------------|
| 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) |
| Karen Bailey | Principal | | 1/1/01 |
| Sol Idalia Flores | Assistant Principal | | 1/1/01 |
| Stephanie Pratt | Parent Coordinator | | 1/1/01 |
| Evelyn Mbame | ENL/Bilingual Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| Courtney Donovan | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| Angela Torres | Coach | | 1/1/01 |
| Maggie Tejada | Coach | | 1/1/01 |
| Yira Ramirez | School Counselor | | 1/1/01 |
| Manuel Ramirez | Superintendent | | 1/1/01 |
| | Borough Field Support Center Staff Member _____ | | 1/1/01 |
| | 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: **06M153** School Name: **Adam Clayton Powell Jr**
Superintendent: **Manuel Ramirez**

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) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

P.S. 153 assess written translations and oral interpretation needs in a variety of ways. The first data we receive is on the Home Language Identification Survey in "Part 3 Parent Information." Parents inform us of the language in which they would like to receive written information as well as in what language they would like to communicate orally with the staff. After the form is filled out, our parent coordinator touches base with the parents again to ensure that they are receiving information and communicating with the staff in a language they understand. Lastly, because the large majority of our ELL parents speak Spanish, we have a Spanish - speaking school safety officer and a Spanish - speaking office staff so that when these parents enter the building or office, they will be sure to find someone with whom they can communicate in their native language.

All notices sent home from the school are always in English and Spanish since these languages are overwhelmingly the linguistic needs of our parents. We do also send home some information in Arabic. For Parent Teacher Conferences, we position staff members throughout the school building to translate in Spanish, Sonike, French, Creole, and German. These staff members are also available throughout the school year for translation and interpretation.

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

Spanish, Sonike, and Arabic.

Part B: Creating a Communications Calendar

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

welcome letters
newsletters
calendars
parent-teacher conference information
monthly school wide events
after school programs information
curriculum nights information
meet and greet information
New York State tests information

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

parent orientations
curriculum nights
parent - teacher conferences

Part C: Providing Language Assistance Services

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.

Most of our translation needs are from English to Spanish. Therefore, the vast majority of our translation needs are provided by in - house staff. However we use the Transmitter (Tour Guide) System for large groups and audiences. We also utilize the Translation and Interpretation Unit for other services throughout the school year especially for other than Spanish languages (Arabic, Bengali, Chinese,

Haitian Creole, Korean, Russian, and Urdu). We use this service for newsletters, flyers and some handouts.

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.

Most of our interpretation needs are from English to Spanish. Therefore, the vast majority of our interpretation needs are provided by in-house staff. However we use the Transmitter (Tour Guide) System for large groups and audiences. We also utilize the Translation and Interpretation Unit for other services throughout the school year especially for other than Spanish languages (Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, and Urdu).

Part D: Training Staff on Policies and Procedures

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

Our staff members are aware of the parents who need translation services by conducting a needs assessment in the beginning of the school year. They are asked what language/s will the family need to be communicated in. Most of our staff members speak Spanish and those who do not utilize other members to assist in translation. Occasionally, there is a need to translate in Arabic or Sonike and we use community based organizations to provide translation services for us. The school community is such that teachers of non-English and non-Spanish speaking students communicate their translation needs with each other.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

At P.S. 153, we ensure that our parents receive the Bill of Parent Rights and Responsibilities in their native language. We also post the welcome sign which addresses different languages in the admission's office. Our school safety plan addresses procedures that will allow parents in need of language access services to reach the administrative office.

Part F: Monitoring and Quality Control

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

Our school will utilize the parent surveys as well as surveys conducted through out the school year to collect data.