

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q153

School Name:

P.S. 153 MASPETH ELEM

Principal:

DAVID BERKOWITZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elementary School Number (DBN): 24Q153
Grades Served: PK-6
School Address: 60-02 60th Lane Maspeth, NY 11378
Phone Number: 718-821-7850 Fax: 718-386-7392
School Contact Person: Susan Bauer Email Address: SBauer@schools.nyc.gov
Principal: Susan Bauer
UFT Chapter Leader: Diane Chiauzzi
Parents' Association President: Lillian Esposito
SLT Chairperson: Susan Bauer
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Avenue
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: Queens Plaza North Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

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)
Susan Bauer	*Principal or Designee	
Diane Chiauzzi	*UFT Chapter Leader or Designee	
Lillian Esposito	*PA/PTA President or Designated Co-President	
Theresa Bethge	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Taiba Ahmad	Member/	
Josephine Saia	Member/	
Aiyess Hale	Member/	
Vanessa Otero	Member/	
Joseph Corbisiero	Member/	
Christine Melio	Member/	

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

The PS 153 school community is a family where all members, students, staff and parents work together toward the common goal of creating a learning environment where all children can achieve at their highest potential. All members of this community strive to be lifelong learners and be responsible and accountable individuals who value education. All stakeholders endeavor to be active participants in achieving the goals we set for our school.

The P.S. 153 Family of Students, Teachers, and Parents, embrace our **mission statement** :

"Learning today...Building A Solid Foundation For A Brighter Tomorrow"

Believing that standards and data driven instruction is integral to educational success, we are dedicated to achieving high standards of academic excellence for the entire student body. Working with parents, administrators and teaching staff, we assess and minister to the needs, interests and abilities of all students, (General Education, Gifted and Talented, Students with Disabilities (SWD) and English Language Learners (ELL)) ensuring their cognitive, creative and social growth, and their entrance as productive citizens into their communities and beyond.

Opening its doors to the Maspeth community in 1930, PS 153 is an elementary school with approximately 1400 students from Pre-kindergarten through Grade 6. Our sixth grade is departmentalized and includes foreign language instruction in Spanish. The school population comprises 1% Black, 48% Hispanic, 43% White, and 7% Asian students. The student body includes 11.3% English Language Learners and 13% Students with Disabilities. Additionally, 12.3% of our students are Gifted and Talented students enrolled in our Beacon Program from across District 24. The average attendance rate for the school year 2013 - 2014 was 94. %. The community is home to many new immigrants mainly from Poland, Ecuador, Dominican Republic and Egypt. Approximately 59% of our students qualify for free lunch.

Using available data (New York State ELA and Math Scores, New York State English as a Second Language Assessment Test (NYSESLAT), ADVANCE, Measures of Student Learning (MOSL), our Instructional Leadership Team developed an **Instructional Focus** for our school. Recognizing that high quality teaching is the most powerful tool for helping students reach higher standards, we focused our efforts and resources toward creating a rigorous and coherent instructional experience for both students and teaching staff. The following levers are being implemented to strengthen teaching practices to improve outcomes for all students across all grades and content areas:

Instructional Focus : *To use higher order thinking questioning and discussion practices to increase students' ability to deepen and elaborate upon their thinking in written and/or oral form. These practices will align to the close reading of complex text across all grades and content areas.*

The instructional focus is incorporated into our teaching practices through the following:

⊗ Professional Learning Communities are focused on effective questioning and discussion criteria aligned to *Danielson's Framework for Teaching* . Cross grade Professional Learning Groups are currently involved in a study of *Effective Questioning Strategies In the Classroom: a Step by Step Approach to Engaged Thinking and Learning, K-8* by Esther Fusco using the study guide developed by our Professional Learning Committee. Groups engage in a cycle of research, discussion, action and feedback in two week cycles.

⊗ Using Norman Webb's *Depth of Knowledge Matrix* teachers analyze the complexity of questions being used in classroom instruction to ensure that students are challenged to think critically across all subject areas.

⊗ All teachers have received training in the Socratic Method of questioning and discussion. Socratic Seminars are class discussions centered on open-ended questions based on complex texts and topics. The purpose of these discussions is to promote high-level thinking and deepen understanding. Guided by a set of ground rules, students are learning how to formulate opinions, articulate and support their ideas, and to respect the thinking of others. As they sit in the Socratic circle, all students have equal voice and responsibility in exploring answers to the questions posed by their teacher. Students then reflect on the quality of their discussion and develop next steps to lift the level of future seminars. This valuable instructional practice was begun last year to improve student outcomes and to put our students on the path to college and career readiness.

⊗ Teachers participate in a cycle of Learning Walks focused on questioning and discussion practices. A host teacher opens his/her classroom to 3-4 colleagues who observe the lesson and then provide feedback and next steps to the host teacher centered on the Instructional Focus.

⊗ Administrators' formal and informal observations of teachers include assessment of the effectiveness of questioning and discussion practices observed along with feedback and next steps if warranted.

In response to a survey of the faculty regarding their **professional learning**, teachers were given the opportunity to self-select a topic of interest to research, implement best practices uncovered and assess their effectiveness.

⊗ Faculty members formed professional learning communities around a common topic of interest to improve instruction.

⊗ Each community developed a goal and an action plan which is currently being implemented.

⊗ Periodically members of each professional community will assess their progress towards meeting their goal and its impact on student learning.

Recognizing the importance of partnering with parents, P.S 153 enjoys a high level of **parental involvement** that benefits our entire school community.

⊗ Parents serve our school as members of our School Leadership Team, members of the PTA, work as Learning Learners, volunteer at arrival and dismissal each day, coordinate /support fundraisers and provide a host of other services to our school and students.

⊗ Workshops and family events are held to inform parents of the Common Core Learning Standards (CCLS) and activities parents can use at home to support their children. Several workshops have been held on the new reading and math materials. Our instructional coaches and parent coordinator have also planned and held workshops on topics such as Raising Readers and activities to build math fluency. Parent meetings have been held regarding Middle School Applications and adolescent issues. In addition, we have recently begun having monthly "Hour with Mrs. Bauer" events, where parents are invited to drop by for coffee and conversation with the principal and parent coordinator. After a short presentation on a topic of interest, parents are welcome to share what is on their minds, ask questions, and/ or offer suggestions. Parents have begun to take advantage of this additional opportunity to have their voices heard.

⊗ We continue to encourage and support opportunities for parent involvement. Addressing the Engaging Parents component of the Chancellor's Four Pillars, and with the time provided under the new UFT contract, our teachers have fully utilized the forty minutes each Tuesday. They develop newsletters, conduct informational sessions, meet with parents either in person or over the phone to discuss student progress, and engage in a host of other activities to share information promoting parental involvement in their child's education. In addition, our Physical Education teacher holds parent-student exercise sessions, our technology teachers planned sessions for parents to help them access student information on line and provided information regarding the use and capabilities of MyON, our on-line reading library. Our librarian has also utilized this time to open our library to parents and students.

In 2012 we applied for and were awarded the **NY State Initiative on Emergent Bilinguals grant** (NYSIEB). Partnering with the City University of New York Graduate Center (CUNY) we continue to build a multilingual ecology and recognize that strengthening students' home language supports their language acquisition in English. Teachers participated in professional development focused on using translanguaging strategies for the learning of academic content and the development of literacy practices. Our teachers have taken part in inter-visitations and have been videotaped using translanguaging practices which were then shared with other schools involved in the grant. Guided by a researcher from CUNY teachers planned and implemented lessons incorporating translanguaging practices. The impact of this work to date is evident in our NYSESLAT results. In both 2013(32%) and 2014 (36%) we have seen an increase in the percentage of students reaching proficiency. Beyond the results revealed by the data, we are proud that our students' home languages and culture are valued and honored throughout the school.

Greater Ridgewood Youth Council, a community based organization, conducts an after school homework and recreation program for over 150 of our students in grades 2-6. Students participate in a host of extra-curricular activities such as, athletic activities, drama, cheerleading, art, homework help, etc. The program runs until 6:00PM thus providing needed child care for our parents.

For the past several years PS 153 has hosted **student teachers** from St. Joseph's College and Queens College. Working with our classroom teachers the student teachers learn firsthand the art of teaching from experienced professionals. The student teachers gain experience planning and conducting lessons. Several of our student teachers have been hired for positions at our school.

Though it is difficult to quantify or measure, but which is evident every day is the **dedication and professionalism of our faculty**. Many, many staff members are here before 7:00 AM and leave well after dark. They are committed to their students and to their colleagues. While the demands on their time and energy have increased dramatically, they have shown such fortitude and perseverance in doing what needs to be done to help their students achieve. Even as this report is being completed on a Friday night, there are still teachers in their classrooms writing lesson plans, looking at student work, and creating bulletin boards. It is this level of commitment that makes PS 153 a learning community where each child is cared for and nurtured.

2. Strengths and Accomplishments:

⊗ Teachers follow *Ready Gen* reading and writing units of study with a close focus on guided reading to determine and advance students' independent reading levels. In math, teachers have received professional development with the *Go Math* curriculum incorporating more opportunities for instructional shifts like math fluency and productive struggle to help ensure that students develop a deeper understanding of math problem solving. The structured, repetitive and comprehensive reading curriculum *Soar to Success* is in place for Students with Disabilities (SWD) so that students can gain confidence in reading on grade level text. Therefore, curriculum maps are in place in math and English language arts (ELA) with mindful decisions about integrating Common Core Learning Standards (CCLS). As a result the students are more engaged based on their ability to defend a statement with evidence from text and better equipped to answer higher order thinking questions.

⊗ Across classrooms, teachers seek to increase rigor of what students know and can do by revising elements of ELA and math units to align with the CCLS. In the lower grades students are using academic vocabulary to retell a story and in the upper grades students are comparing three similar texts and then creating their own short story using a character from one of the texts by developing a new challenge that they face. Some students have the option of developing an original story that features new characters and circumstances. As a result of the success of these rigorous practices, 98% of second graders tested in the Foundations program made progress on the DIBELS assessment by increasing one level in reading. The upper grade students have been challenged to deeper thinking by creating character traits and motives for original stories, based on texts they have read.

⊗ Teachers consistently align curricula and instructional goals of the Danielson Framework with Common Core standards and they demonstrate the belief that students favor learning through active participation and small groups.

Instructional shifts in developing the skill of using evidence to support arguments in discussion is beginning to show results in the writing of the upper school students. During the past two school years we were involved in a Title III program where students studied different artists with a focus on vocabulary development within a specific art genre. Through pre and post response writing, 68% of the participants made one year of growth in reading within the 10 weeks of the program. Furthermore, 36% of the students received a score of proficient on the New York State English as a Second Language Achievement Test (NYSESLAT).

⊗ Classroom teachers use a variety of assessment results to determine flexible grouping for instruction. Teachers model skills like explaining the process of thinking when more than one response is possible and using reasoning, planning and evidence to draw conclusions.

⊗ Since this school does not receive Title I funds, organizational decisions and resources are carefully executed so programs that are invested in support of all students. A Reading Recovery program has been implemented. In addition, the school hired English as a second language (ESL) teacher who speaks Polish, in order to embrace the changing population of the school. This has increased parent involvement and engagement at family learning sessions. The school has also instituted a departmentalized program for grade 6, so that students are exposed to content that *expert* pedagogues are teaching.

⊗ Teachers meet several times a week by grade for curriculum planning, developing tasks and looking at students' work. Teachers agree that this prioritized meeting time has had a positive impact on their collaborative efforts, assisting them with creating tasks that are challenging for all students and focusing on their own personal and professional goals. Teacher teams have used a good portion of their time developing math tasks that show deep understanding of the concepts and applying the tasks to everyday situations.

⊗ Using the ADVANCE system, to support effective teaching, the administration visits classrooms routinely to observe teaching practices such as talking prompts, turn and talk, discussion techniques, self assessing with peers and assessment learning through checklists and rubrics. Elements of lesson plans aligned to students' needs and work samples are reviewed and incorporated into the feedback process. Articulated next steps provide timely feedback for teacher development, For example, a review of recommendations in observations reflects that teachers are encouraged to help students identify possible interpretations of text and engage them in more critical thinking questions to support their writing. This has resulted in numerous staff members showing professional growth in planning coherent instruction and using student data to drive instruction relative to the research-based instructional foundation the school has provided.

Challenges:

⊗ For the past three years PS 153 has had 59% of students receiving free lunch, which is just shy of the 60% needed to qualify for Title I funds. This is one of the most serious challenges we face as we have over 800 students from low income families. While we strive to provide the additional supports required by many of these students, we are continually faced with difficult decisions around funding. Along with PTA, we have been in contact with elected officials to push for a fairer more equitable distribution of Title I funds to schools.

⊗ Teacher teams and individual teachers realize the importance of common assessments and embrace the work in an attempt to inform their instruction. Rubrics are available across grades for assessing students' written work. We are continuing to work to increase the alignment of assessments and rubrics to offer actionable feedback to students and develop systems to hold students accountable for utilizing this feedback to improve their performance.

3. Areas in which our school has made the most growth during the previous year and the key areas of focus for this school year:

Based on an in depth analysis of the School Quality Guide and data files, there was an increase of the number of students reaching proficiency on the Math exam. In 2012-13, the data indicates 30.1% of the peer range. In 2013-14, it indicates 39.3%.

Additionally, there was an increase in the number of students reaching proficiency on the state ELA exam.

In 2012-13, the data indicates 61.7% of the peer range. While in 2013-14, it indicates 62.7%.

However, in 2013-14, the median adjusted growth percentile for the school's lowest third decreased by 5.5%. In 2012-13, the data indicated 57.1% of the peer range while in 2013-14, the data indicates 51.6%.

24Q153 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05,06	Total Enrollment	1419	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	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	2.4%	% Attendance Rate			93.9%
% Free Lunch	60.2%	% Reduced Lunch			12.2%
% Limited English Proficient	11.0%	% Students with Disabilities			13.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			0.6%
% Hispanic or Latino	48.1%	% Asian or Native Hawaiian/Pacific Islander			7.3%
% White	43.4%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.27	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			7.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			6.35
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	43.2%	Mathematics Performance at levels 3 & 4			48.6%
Science Performance at levels 3 & 4 (4th Grade)	90.1%	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			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	YES	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
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.

The 2015-2016 Framework for Great Schools calls for cycles of learning in which schools identify a specific problem, introduce a change and measure its impact on student achievement. An analysis of data collected in the 2014-2015 academic year identified writing development to be an area of need across all grades. In addition teacher leaders, coaches and administrators met to reflect upon the success of our 2014-2015 instructional focus, which was to use higher-order questioning and discussion techniques to deepen students’ ability to elaborate on their thinking in written and oral form. It was found that while students’ ability to elaborate in oral form has improved, this did not transfer into written form. Having identified this problem of practice the staff of P.S. 153 is committed to improving outcomes in writing for our students. As a result our 2015-2016 instructional focus was designed to bridge the gap between students’ abilities in oral and written form.

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 teachers will collaboratively plan rigorous writing instruction, implement targeted strategies and provide specific actionable feedback to support student achievement in writing development. This will result in an average of 70% of students scoring a level 3 or 4 in development as measured by the final writing performance assessment.

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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	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?
Continue conducting Socratic Seminars to build upon students' oral ability to elaborate on their thinking as a bridge to elaborate in their writing.	All general education, ICT and self-contained classes	2015-2016 school year	Teachers, coaches, administrators
Implement 2015-2016 instructional focus targeting students' ability to elaborate on their thinking in written form.	All general education, ICT and self-contained classes	2015-2016 school year	Teachers, coaches, administrators
Teacher leaders, coaches and administrators will develop and implement a school-wide system to provide students with consistent, specific, actionable feedback in writing. Teachers will receive professional development on implementing the feedback system	All general education, ICT and self-contained classes	2015-2016 school year	Teachers, coaches, administrators
Teachers will regularly review student work and analyze writing data for strengths and weaknesses in writing development. This information will be used to monitor and refine instruction by implementing targeted strategies to improve student outcomes	All general education, ICT and self-contained classes	2015-2016 school year	Teachers, coaches, administrators

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.
The professional development plan that is in place will continue throughout the school year of 2015-2016 on Mondays, as well as outside of the school building.
Allocate funds for per session and per diem for professional development outside of the school building.
Allocate funds for per session and per diem of PD sessions/Assembly schedule.

Allocate funds for teacher salary

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	X	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.

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.

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.

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) <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>

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		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

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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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.

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.

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 teacher-parent collaborations to improve student achievement. 	<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>

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.

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		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

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.

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.

The 2015-2016 Framework for Great Schools calls for the need to engage in continuous learning under the guidance and support of effective school leadership. In the 2014-2015 school year P.S. 153 provided a variety of professional learning opportunities for the faculty. Results of teacher surveys indicate professional learning structures in place for the 2014-2015 school year have been successful in allowing teachers to work collaboratively in a supportive trusting environment, and in impacting student achievement. Advance data indicated that 85% of our teachers scored effective or highly effective on competencies 3b, 3c and 3d.

In a survey regarding learning walks, 74% of teachers agreed that visiting colleagues has had a positive impact on their teaching and in turn, on student achievement. Further the survey shows that 69% of teachers believe that learning walks are a good way for teachers to collaborate in a supportive, trusting environment.

In feedback offered after participating in a book study of *Effective Questioning Strategies in the Classroom: A Step-By-Step Approach to Engaged Thinking and Learning*, K-8 teachers report positive results in the classroom as a consequence of implementing strategies discussed in the book. Among these are increases in student engagement, student self-assessment, and students asking probing question of one another to enrich and extend classroom discussions.

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.

To provide targeted and differentiated professional learning opportunities based on feedback from teacher observations, post observation conferences and summative conferences that will strengthen teacher practice, so that by June 2016, a minimum of 90% of teachers are rated effective or highly effective in the Danielson priority components 3b, 3c, and 3d within the Instructional Domain.

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>Teachers will regularly engage in Professional Learning Communities and bring instructional strategies to vertical and horizontal teams of teachers.</p>	<p>All Teachers, Paraprofessionals</p>	<p>2015-2016 school year</p>	<p>Teachers, coaches, administrators</p>
<p>Teachers will participate in collaborative learning around the schools' instructional focus through learning walks. Teacher leaders open their classrooms to de-privatize their instructional practices for groups' teachers.</p>	<p>Teachers</p>	<p>2015-2016 school year</p>	<p>Teachers, coaches, administrators</p>
<p>Teachers will form study groups centered on topics of interest from <i>Teach Like a Champion</i> (Lemov) to strengthen their practice.</p>	<p>All Teachers, Paraprofessionals</p>	<p>2015-2016 school year</p>	<p>Teachers, coaches, administrators</p>
<p>Teachers will engage in self-selected professional learning opportunities led by colleagues who volunteer to share their expertise on various topics.</p>	<p>All Teachers, Paraprofessionals</p>	<p>2015-2016 school year</p>	<p>Teachers, coaches, administrators</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Use of teacher teams, peers, instructional coaches and lead teachers for demonstration of modeling, developing norms and common language among teachers in the implementation of the school instructional focus and other professional learning.</p> <p>Scheduling for classroom Learning Walks.</p> <p>Weekly cabinet meetings</p> <p>Professional book, “Teach Like a Champion” for each teacher.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	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.

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

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

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

Part 1 – Needs Assessment

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

P.S. 153 values parents as stakeholders in student achievement. A review of NYC School Survey (Learning Environment Survey) response rates from 2012 to 2014 showed a noticeable decline in the percentage of parents completing the survey, from 88% in 2012 to 73% in 2014. In 2015 the response rate increased to 80%. The 2015 Framework for Great Schools Report also highlighted parent involvement as an area for growth. Seeking to maximize parent involvement and use feedback from families to strengthen our instructional core, systems for improvement and school culture, we will focus on continuing the upward trend in response rates for 2016.

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.

We will increase parent response rates on the NYC School Survey (Learning Environment Survey) by a minimum of 3% above the 2015 response rate of 80%, as measured by the Spring 2016 NYC School Survey report. The NYC School Survey offers a valuable opportunity for parent voices to be heard and will provide the school with a larger sample increasing the reliability of feedback.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Develop a series of parent workshops based on responses to specific survey questions.</p>	<p>All parents</p>	<p>2015-2016</p>	<p>All teachers, coaches, administrators, guidance, parent coordinator</p>

		school year	
Provide assistance to families who speak languages other than English via information sessions conducted in the major languages spoken by families in our school community.	Non- native English speakers	2015-2016 school year	Parent coordinator, administrators and teachers, parent volunteers, and paraprofessionals who speak a second language
During parent engagement time teachers will promote the importance of the NYC School Surveys to ensure parents understand the impact their feedback has on improving our school culture.	All parents	2015-2016 school year	Teachers, administrators, and parent coordinator
Parent coordinator will send phone and email reminders to families informing them of due date and ways in which they may respond to the survey. Parent Coordinator will be available to families with questions about the survey. Phone and email blasts will increase regular communication with families.	All parents	2015-2016 school year	Parent Coordinator

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.											
Schedule Tuesday Parent Time for workshops/conferences/activities											
Incentives for return of Learning Environment Surveys											
Allocate funds for School Messenger											
Continue monthly Coffee with the Principal meetings											
Allocate funds to provide translation for parents											
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	X	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.
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)	Based on Dibel (Dynamic Indicators of Basic early Literacy) scores in September, as well as reading levels and NYS ELA scores.	Phonics Based Programs (Foundations) Reading Recovery (Comprehension) MYON (Comprehension) Mindplay (phonics and comprehension) LLI	Small group, or individual	During the day, 3 -5 times a week. MYON and Mindplay can be done at home
Mathematics	Students who have received a Level 1 in math	Dreambox (Technology based math program)	individual	During the day, 3-5 times during the week Can be done at
Science	Directed to students who struggle with reading and understanding of science content	Harcourt text series. AIS takes place in the classroom. Students who struggle with content are given support through differentiated instruction, scaffolds and guided instructional groups.	Small group of individual	During school day
Social Studies	Directed to students who struggle with reading and understanding of social studies content	Houghton Mifflin Harcourt text series AIS takes place in the classroom. Students who struggle with content are given support through differentiated	Small group of individual	During the school day

		instruction, scaffolds and guided instructional groups		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student is discussed at PPT meeting, and given at-risk services counseling, OT/PT/speech	Foundations, Speech intervention, OT/PT/guidance	Small group, or individual	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

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 FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 153Q]**, 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. **[PS 153Q]** 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) Template

[School name] , 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>Maspeth Elementary School</u>	DBN: <u>24Q153</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>144</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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: _____

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: PS153's Title III program provides English Language Learners with supplemental instruction in an After-school ESL Academy that will target the content areas. The instructional programs will service 69 ELLs in Grades 2, 3, 4, 5 and 6 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT and 75 former ELLs who scored proficient on the 2013 or 2014 NYSESLAT.

Group class size will be maintained at 15-18 students per teacher. There will be eight classes for the After-School Academy and one class for parents, to run concurrently. The After-School ESL Academy will run twice a week for 12 weeks, for a total of 24, 75 minute sessions. The program will run from 2:45pm-4:00pm. One supervisor will be needed since the Title III program will be the only one in session at this time. Eight licensed, certified ESL teachers will provide supplemental instructional support in alignment with the Common Core Learning Standards. Instruction will focus on Literacy through the Science content area, using ESL strategies in all modalities to help students attain proficiency in the English Language. Interdisciplinary studies are used in order to build on students' prior knowledge and to facilitate English language learning. Supplementary materials will be provided to augment English and content area instruction. Rourke Classroom Resources, Readers for Writers, Language Proficiency Program, is based on research to support academic vocabulary acquisition, fluency and comprehension and will be used for instruction. Instruction will encompass reading, writing, listening, and speaking as students use science content to facilitate learning. Instruction will include the implementation of ESL strategies to facilitate language acquisition and vocabulary development in non-fiction reading.

This program is designed to meet the priority needs identified during the evaluation and assessment process of our ELL and former ELL students. 61% of Former ELLs in the testing grades performed at levels 1 and 2 on the CCLS ELA assessment and 100% of current ELLs in the testing grades performed at levels 1 and 2 on the CCLS ELA assessment in the Spring of 2014.

Parents will receive an invitation letter, in English and in home languages, describing the program. General instructional supplies, such as chart paper, markers, paper, and native language materials will be purchased with Title III monies to support this after-school program.

-

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: PS 153's Title III Professional Development program will focus on providing classroom teachers of ELLs with instructional strategies that focus on the essential components of reading instruction, including phonemic awareness, vocabulary development, reading fluency, and reading comprehension for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the Common Core Learning Standards in Literacy and Math. In

Part C: Professional Development

partnership with CUNY and the New York State Initiative for Emergent Bilinguals (NYSIEB), professional development will be provided with a focus on developing appropriate pedagogical strategies to support bilingual development (translanguaging). Teachers participating in the professional development workshops will be paid at the per session rate. Susan Voogt, Assistant Principal, the network ESL Specialist, CUNY/NYSIEB, and ESL teachers, Susan Mohan and Connie Kelly, will facilitate these professional development sessions. Sessions are scheduled once every six weeks beginning in December 2014. The sessions will from 4:00 -5:00 pm on the following tentative dates: December 16, January 27, March 10, and April 13, 2015. Teachers working in the supplementary instructional program and up to 10 teachers of ELLs will receive four, one hour sessions of professional development. Topics that will be addressed during these professional development sessions are as follows:

One, 60 minute professional development session will be devoted to planned activities that will support teachers' ability to understand and use the instructional program and it's assessment measures with integrity.

One, 60-minute professional development session will be devoted to six strategies to improve comprehension: self-monitoring, using graphic organizers, semantic organizers, text structure, effective questioning and summarizing.

One, 60 minute professional development session will be devoted to academic language development, along with instructional strategies that develop and enhance ELL students' vocabulary. Teachers will understand the three tier categories of vocabulary development and how they connect to academic language.

One, 60 minute professional development session will be devoted to scaffolding strategies across the disciplines and using translanguaging as a resource in the classroom.

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: PS 153's Title III After-School ESL Academy will provide parents with intensive English instruction where their language needs are addressed. They will be given the opportunity to attend 24 sessions of ESL, taught by one fully certified ESL teacher. Classes will be held from 2:45- 4:00pm, from December 10, 2014 through March 25, 2015, running concurrently with the after-school program each week on Wednesdays and Thursdays.

ELL parents/guardians will also have opportunities to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: Parents will be coached in how to understand the Common Core Learning Standards in Math. Parents will become familiar with the ESL learning standards and NYSESLAT assessment. Parents will become familiar with the Common Core Learning Standards for Literacy (Reading, Writing, Language). The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate parent workshops. Tentative dates are December 10, 2014, January 7 and February 11, 2015. Translation will be provided at each session. Parents will be notified of these opportunities through invitations that will be provided in their home language. Ten percent of the total allocation of Title III funds has been set aside for parental involvement.

Part E: Budget

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

Allocation Amount: \$18856

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 	<u>18174.08</u>	<u>1 licensed, ESL certified teacher will provide ESL instruction to parents, 2 times a week for 12 weeks, totaling 24, 75 minute, sessions during the after school program at the contractual rate of \$51.51. Five licensed, ESL certified teachers will host the International Night Family Celebration for one, 2 hour, event at the contractual rate of \$51.51. Funding for the ESL After School Academy includes one supervisor, for a total of 32 hours at the per session rate of \$52.84 (Academy and International Family Night). 8 licensed, ESL certified teachers will provide instruction to students in the After School Academy twice a week for 12 weeks; totaling 24, 75 minute, sessions at the contractual per session rate of 51.51. Four Professional Development sessions will provide training to 10 teachers in ESL strategies at per session rate of \$51.51.</u>
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. 	<u>681.92</u>	<u>Paper, ink, non-fiction trade books, chart paper, markers.</u>
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 24	Borough Queens	School Number 153
School Name Maspeth Elementary		

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 David Berkowitz	Assistant Principal Susan Voogt
Coach Doreen Keegan	Coach Diane Marzec
ENL (English as a New Language)/Bilingual Teacher Constance Kelly	School Counselor Lashawn Quick
Teacher/Subject Area Maribel Enriquez, ENL	Parent type here
Teacher/Subject Area Susan Mohan, ENL	Parent Coordinator Susan Yanez
Related-Service Provider Jennifer Landeta	Borough Field Support Center Staff Member type here
Superintendent Madelene Chan	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	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	13
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	3	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	1326	Total number of ELLs	132	ELLs as share of total student population (%)	0.00%
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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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	132	Newcomers (ELLs receiving service 0-3 years)	126	ELL Students with Disabilities	22
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	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										0
ENL	126	0	18	6	0	4	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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																			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): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	11	12	8	10	6	7							0
Chinese	5	4												0
Russian														0
Bengali														0
Urdu		1												0
Arabic	4	2	1	1	2	1	3							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	14	5	2	1	0	3	1							0
Albanian			1											0
Other	2	2			1	1	1							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)	1	0	0	2	4	3	0							0
Emerging (Low Intermediate)	2	1	0	1	0	0	0							0
Transitioning (High Intermediate)	1	1	1	1	0	0	0							0
Expanding (Advanced)	16	15	6	7	4	8	1							0
Commanding (Proficient)	24	14	7	5	7	4	8							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

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	24	14	7	5	7	4	8							0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	0	1	0	0
4	9	1	1	0	0
5	11	0	0	0	0
6	5	3	0	0	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	7	2	3	2	2				0
4	4	4	1	2	3				0
5	7	2	1	1	1				0
6	4	1	2	3					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									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.
 Early Literacy skills are assessed through the Teacher's College Running Record of Reading five times per year and performance tasks in literacy and performance tasks in writing and mathematics. Data from the TC benchmarks for reading show that ELLs continue to need strong instructional support in the modality of reading. Data from the NYSESLAT indicates that strong instructional support is needed in the modality of writing.
 All English language learners are provided with differentiated instruction that will cover all content areas, including literacy, mathematics, science and social studies to meet and exceed the CCLS. ELLs participate in the literacy curriculum, where the teacher engages ELLs in read alouds, the Socratic Seminar, language experience, shared reading, close reading of grade level texts, one-to-one conferring, guided reading and independent reading. ELLs are also engaged in writing instruction through modeled writing, shared writing, guided writing, independent writing, and interactive writing. In the early grades, the Wilson Foundations Phonics program lays the groundwork for life-long literacy through a systematic approach in critical foundational skills. DIBELS, the Dynamic Indicators of Basic Early Literacy Skills, assesses the acquisition of early literacy skills in kindergarten through second grade.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The administration of the NYSITELL in Kindergarten reveals that the majority of students receiving ENL services in Kindergarten are first time entrants to the public school system. Grade five has the largest population of ELLs in the Entering category. The 2015 NYSESLAT indicates that there are 21 First Grade ELLs; one is Entering, 2 are Emerging, one is Transitioning, and 17 are Expanding students. Of the 15 second grade ELLs, one is Emerging, and 14 are Expanding students. There are no Entering or Transitioning students in grade 2. Of the 9 third grade ELLs, one is Transitioning and 8 are Expanding. There are no Entering or Emerging students in grade 3. Of the 10 fourth grade ELLs, one is Entering, one is Emerging, one is Transitioning and 7 are Expanding students. Of the 9 ELLs in grade five, 5 are Entering and 4 are Expanding students. There are no Emerging or Transitioning students in grade 5. Of the 11 ELL students in sixth grade, 3 are Entering and 8 are Expanding. There are no Emerging or Transitioning students in grade 6. Across the grades, from K through 6 in General Education classes, beginner ELLs are first time entrants into the English public school system who have been here less than one year.

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

Data from the AMAQ tool is used to analyze student achievement and inform instruction.

Data from the 2015 NYSESLAT data shows deficiencies in the modalities of reading and writing. Therefore, instructional emphasis is on the modalities of reading and writing. The emphasis on the modalities of Listening, Speaking, Writing, and Reading is data driven. Data is compiled from the results of the Interim Assessments in ELA and Mathematics, baseline and benchmark Assessments in ELA and Mathematics, TC Running Records of Reading, the ELL Periodic Assessment, as well as the results of State Assessments in ELA and Mathematics, to plan the instruction of the ELLs.

4. 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?

NYS ELA Results:

Assessment results from the 2015 NYS English Language Arts Assessment reveals that 8% of the third grade ELLs tested received a performance level of 3, meeting the Common Core Standard. 92% of the third grade received a performance level of 1, falling below the Common Core standard. No ELLs in grade 3 scored on the level 2 performance. No ELLs in grade 3 exceeded the common core standard with a performance level 4.

Assessment results from the 2015 NYS English Language Arts Assessment reveals that 9% of fourth grade ELLs tested received a performance level of 3, meeting the common core standard. 9% of the fourth grade ELL students tested received a performance level of 2 and 82% received a performance level of 1, falling below the common core standard. No ELLs in grade 4 exceeded the common core standard with a performance level 4 in ELA.

Assessment results from the 2015 NYS English Language Arts Assessment reveals that no fifth grade ELLs tested received a performance level of 3, meeting the common core standard. 9% of the fifth grade ELL students tested received a performance level of 2 and 91% received a performance level of 1, falling below the common core standard. No ELLs in grade 5 exceeded the common core standard with a performance level 4 in ELA.

Assessment results from the 2015 NYS English Language Arts Assessment reveals that 63% of the sixth grade ELLs tested received a performance level of 3, meeting the common core standard. 37% of the sixth grade ELL students tested received a performance level of 2, approaching the common core standard, and no sixth grade ELLs received a performance level of 1, falling below the common standard. No ELLs in grade 6 exceeded the common core standard with a performance level 4 in ELA.

• **NYS Math Results**

Assessment results from the 2015 NYS Mathematics Assessment reveals that 13% of the third grade ELLs tested received a performance level of 3, meeting the common core standard. 37% of the third grade ELL students tested received a performance level of 2, approaching the common core standard, and 50% received a performance level of 1, falling below the common standard. No ELL students in grade 3 exceeded the common core standard with a performance level 4 in math.

Assessment results from the 2015 NYS Math Assessment reveals that 20% of the fourth grade ELLs tested received a performance level of 3, meeting the common core standard. 20% of the fourth grade ELL students tested received a performance level of 2 and 60% received a performance level of 1, falling below the common standard in math. No students in grade 4 received a performance level 4 in math.

Assessment results from the 2015 NYS Math Assessment reveals that 0% of the fifth grade ELLs tested exceeded the common core standard with a performance level of 4 in Math. 8% of the fifth grade ELLs tested received a performance level of 3, meeting the common core standard. 23% of the fifth grade ELL students tested received a performance level of 2 and 69% received a performance level of 1, falling below the common core standard in math.

Assessment results from the 2015 NYS Math Assessment reveals that no sixth grade ELLs tested received a performance level of 3, meeting the common core standard. 44% of the sixth grade ELL students tested received a performance level of 2 and 56% received a performance level of 1, falling below the common standard in math. No ELL students in grade 6 exceeded the common core standard with a performance level 4 in math.

Six ELLs who took the State Math assessment in their home language performed at Level 1 and two students performed at a level 2 in the home language.

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.](#)]

Diagnostic, formative and summative assessments provide detailed learning profiles of our students. Tier 1 instruction provides differentiation within the grade level content and language development by the classroom/ENL teacher. Tier 2 instruction is provided by the classroom/ENL teacher for students who need extra attention in a smaller group setting in addition to the core content.

Tier 3 is used when student demonstrate a need for more intensive academic support.

6. How do you make sure that a student's new language development is considered in instructional decisions?
ENL and classroom teachers develop language goals that align with the curriculum to ensure that language development is considered. Small group instruction supports these goals.
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?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Growth in the four modalities of language learning, namely Listening, Speaking, Reading, and Writing, will be measured by administering the appropriate grade level NYSESLAT. Periodic Assessments, the NYSESLAT, and State ELA assessments are given to any ELL who is here for more than one year. The four modalities will be taught using the content area as a vehicle of language learning. We realize that the success of ELLs is dependent on their knowledge of the academic language of the content areas, as well as the exams they must take. Students will continue to be held to the same rigorous standards in literacy and content area instruction, as native speakers of English.

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.
ELL students are identified for testing through Home Language Surveys which are given in the home language of the parents during the registration of a new student or when a new student is re-entering NYS/NYC after two years of absence. Certified ESL teachers conduct an informal oral interview with the student and parent in English and the home language, as part of the registration process. If translation from a staff member is not possible, the DOE over-the-phone translation unit will be used. A review of student work and the interviews will be used to determine if the student is dominant in English. If it is determined that the student may be SIFE, the LENS will be administered. An appropriately certified ESL teacher administers the NYSITELL to eligible students to determine English language proficiency within ten days of enrollment. If the Home Language Survey indicates Spanish as the student's first language, the Spanish LAB-R is administered to determine Spanish proficiency. Students with IEPs will be identified as an ELL through the Language Proficiency team who will determine if the student has language needs and should take the NYSITELL.
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).
If the oral interview and student's prior school work indicate possible SIFE, the LENS (Literacy Evaluation for Newcomer SIFE) and SIFE questionnaire will be administered. Results of assessment will determine SIFE status.
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).
A language Proficiency Team is formed to review evidence (from the interview, student work, IEP and information from CSE) of the student's English Language development. This team, made up of the Assistant Principal for ENL, Assistant Principal for Special Education, an ENL teacher, and the parent will make a recommendation for the student to take or not take the NYSITELL. If the team recommends the student not take the NYSITELL, the principal makes the decision and sends the request to the superintendent.
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.
To ensure that all entitlement and non-entitlement letters are distributed within five school days, our ESL teachers utilize the ESL roster of our students for the entire school year to ensure that all letters are distributed within the timeframe. Throughout the school year the ESL roster is updated and letters are sent out accordingly. Our two ESL specialists Connie Kelly and Maribel Enriquez, are responsible for updating ESL rosters and maintain all records. All letters are sent out in student's home languages and a copy is kept in our ELL/ Bilingual binder for the school year.
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).
The Entitlement and Non-Entitlement letters to parents will include information about the parent's right to appeal.

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.
- After a student is determined to need ESL services, an orientation meeting is planned with the parents where the choice of programs for servicing ELLs is explained. Parent Orientation meetings are held to inform parents of all the options and programs the city has to offer and are given the opportunity to choose. Parents view a video explaining the different programs for ELLs. The choices are Transitional Bilingual Education classes, Dual Language Bilingual, and Free Standing ESL classes. The parents fill out a Parent Survey in their home language indicating their choice. The program endorsed by parents has been Free Standing English as A Second Language and the decision to have ESL over General Education Bilingual classes is a direct result of the implementation of the city's policy of Parental Choice. All presentations and materials in conjunction with the video are given in the home language of the parents. This ensures that parents of incoming ELL students understand the choices being offered by the Department of Education in order to make a well-informed choice. Parent meetings are also conducted with translators. After a parent orientation is given to the parents and a program selection form is filled out, we then analyze the data and determine what parents requested a bilingual or dual language program. To ensure that parents are notified when the program becomes available in our school we develop rosters that list parents who request a bilingual or dual language program. The rosters are kept in our ELL/ Bilingual binder each school year. If a parent requests a bilingual or dual language program, they are given the option of going to another location that offers that program. If fifteen parents request the same program in the same language within two grade levels, then a bilingual class will be organized. Parent orientation meetings are given in the mornings and afternoons to meet the needs of parents. We also have translators available to ensure that all materials are in home language. Our ESL licensed teachers conduct the parent workshops and explain all three program choices to the parents. The ESL teachers and other staff members also translate to ensure that all parents understand the three program choices. The programs servicing ELLs are aligned with the parental request as indicated on the Parental Choice documents.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- To ensure that all entitlement letters are distributed and Parent Survey and Program Selection forms are returned we conduct parent orientation meetings throughout the school year. At the parent orientation meetings we provide entitlement letters and program selection forms to all parents to fill out. Our two ESL specialists are responsible for collecting all data and providing parents with information throughout the school year. All forms are placed in our ELL/ Bilingual Binder for the entire school year. If a parent did not attend the parent orientation meeting we proceed by sending home letters in their home language and contact them by phone to schedule another parent orientation meeting. Our ESL teachers utilize the ESL roster for the entire school year to ensure that all parent surveys and program selection forms are returned. Throughout the school year our two ESL specialists are responsible for updating ESL rosters and maintain all records. All letters are sent out in student's home languages and a copy is kept in our ELL/ Bilingual binder for the entire school year.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Our ESL roster is monitored to keep track of parent survey and program selection forms. Phone calls, in the parent's home language are made to encourage parents to come to school for an individual or group orientation meeting either in the morning or afternoon.
9. Describe how your school ensures that placement parent notification letters are distributed.
- ESL rosters are maintained to ensure that placement letters are distributed appropriately.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Information regarding compliance data is maintained on our ESL Roster and documentation is retained in the ESL Department. Current documentation, HLIS and entitlement letters are kept in an ESL Binder of our current ELLs. Non ELL documentation, non-entitlement letters and HLIS are kept in files. Copies of parent ELL notification and letters and the HLIS are kept in students' cumulative folders.
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.
- The following are the steps taken to ensure that all ELLs receive NYSESLAT testing annually: The NYSESLAT eligibility roster (RLER) is cross-referenced with our school ESL roster, which contains all ELL admissions program data. The admit and discharge report is checked weekly, along with the RLBR to determine who is eligible for ESL services and NYSESLAT testing.
- Testing rosters are created from ATS data and school ELL rosters to ensure that all ELLs receive the four components of the NYSESLAT. These rosters are updated daily during the testing period so that all ELLs, including absentees and new admits, are tested in all four components of the NYSESLAT: Listening, Speaking, Reading and Writing.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The ELL roster is maintained to ensure that all parent notifications are distributed. ATS reports are run to ensure that the roster is updated accurately.

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).

The trend over the past three years for parental choice, as indicated on the Parental choice forms, has been the ESL Free Standing Program. The data for both the 2013-2014 and the 2014-2015 school years indicated that no parents chose a bilingual program across the grades K-6 with 100% choosing the ESL Free Standing Program. The data for the 2010-11 school year indicated that 2 out of 141 parents, or 1%, chose a bilingual program across the grades with 99% choosing the ESL Free Standing Program. Currently, the 2013-2014 parental choice was also 100% for the ESL Free Standing Program.

When a parent requests a bilingual or dual language program, they are given the option of going to another location that offers the program of choice. If fifteen parents request the same program in the same language, then a bilingual class is organized. As shown by the data listed above, at the present time, there are insufficient numbers to organize a bilingual class.

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.

Public School 153Q is a school with a diverse, multicultural population housing grades Pre-Kindergarten-sixth grade. The school has organized ELLs into selected classes in Kindergarten through sixth grade, in order to facilitate the servicing of ELLs by a licensed certified ESL teacher. Currently, all ELLs are serviced by an appropriately certified ESL teacher in a stand alone English as a New Language program. ELL students in Kindergarten through fifth grade are serviced by a licensed certified ESL teacher and grouped heterogeneously, with mixed proficiency levels (Entering, Emerging, Transitioning, Expanding and Commanding), in a self-contained grade level setting. All ELL students in the free standing ENL program in grade six and the Special Education self-contained classes in grades K-6, are serviced by certified ESL teachers using a combination of the push-in model and pull out model of instruction. All ELL students in each program model are grouped heterogeneously, with mixed proficiency levels.
 - b. TBE program. *If applicable.*

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

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

New Arrivals, Beginner and Emerging students receive four 45-minute units of stand alone ENL instruction and four 45-minute units of integrated ENL/ELA instruction for a total of 360 minutes of ENL per week. Transitioning and Expanding students receive four 45-minute units of Integrated ENL/ELA/Social Studies instruction for a total of 180 minutes per week. Commanding ELLs receive a total of 90 minutes per week of Integrated ENL instruction in ELA and Social Studies. The ESL program has ten appropriately certified ESL teachers who service the ELL population according to the State and City mandates, following the instructional goals of the Common Core Learning Standards in Reading, Writing, Language, and Mathematics and the implementation of the New York City Framework for Great Schools. ELLs in the ENL program for grade six are grouped into a designated class to allow for the push-in model of instruction in Literacy to be used effectively. The Push-in ENL teacher adapts the curriculum by infusing ESL strategies for students of all proficiency levels. ELLs in grades Kindergarten through fifth grade are grouped by grade in self-contained ENL classes and receive instruction with ELL strategies throughout the day from a dually certified teacher. Home language supports are provided through the use of translanguaging strategies by certified ENL teachers within the curriculum.
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.

The Ready Gen Literacy program, which is aligned to the rigor of the Common Core Learning Standards, uses whole group instruction, small group instruction, teacher conferences, independent reading and writing, and sharing for instruction. Literacy instruction is infused with ENL strategies of Scaffolding, Sheltered English, Verbal and Written Strategies, Visualization, vocabulary development, Graphic Organizers, Reading to Writing Connections, Translanguaging and development of Oral language. Differentiated instruction, guided reading and interactive writing are used to meet the needs of individual students. We integrate the 4 modalities of listening, speaking, reading and writing. Additionally, the content areas are used as vehicles for ENL instruction to prepare the ELLs for state standardized exams in Science and Mathematics, as well as reading and writing in the content areas. The teaching of Content Area and Literacy has both language and content goals. Sheltered English is used in presenting densely worded concepts. The language and content points are explicitly taught and assessed through individual and group within the literacy instruction. ENL and classroom teachers employ instructional strategies that include the use of visual supports, bilingual materials, use of cognates, and the use of home language partners for ELL students. All instruction is data driven. The School Leadership Team, classroom and ENL teachers use the results baseline and benchmark assessments in Literacy and Mathematics, State ELA and Math data from the previous year, and the NYSESLAT to plan the instruction of the ELLs. We believe that instruction and planning must be data driven.

ELL students in Special Education self-contained classes receive reading instruction through the Houghton-Mifflin Soar To Success Intervention Program to help them learn to apply and use comprehension and decoding strategies and skills as they read across the content areas. Teachers implement scaffolded, small-group instruction in comprehension and use effective strategies including decoding, vocabulary development, reciprocal teaching, and graphic organizers to support English Language Learner.

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

Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB-R to determine language dominance. Title III funds provide beginner ELLs with the preparation they need to take the content area State exams in Science and Mathematics which will be administered with English and home language editions simultaneously or a translated version.

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

The language weaknesses in all of the four modalities of Listening, Speaking, Reading and Writing are addressed through joint planning of the ENL specialist and the classroom teacher. ENL and classroom teachers jointly plan and assess instructional and language goals to meet the needs of all ELLs. In grade 6 and Special Education self-contained classrooms, ell students are serviced through a push in model of instruction by a certified ENL teacher. During this time the ENL teacher aligns the instruction to the classroom curriculum and the students receive scaffolded instruction based on their individual strengths and needs, including intensive vocabulary and language instruction which will enable them access to academic content and the ability to perform successfully and independently. ELL students in Kindergarten through fifth grade receive the same instruction from a certified ENL classroom teacher throughout the day.

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

The SIFE are defined as ELL students who, upon enrollment, have had at least two years less schooling than their peers, function at least two years below expected grade level in reading and in mathematics. Title III extended day and Saturday programs are made available for these SIFE students to help them catch up with the basic skills they need in Mathematics and in decoding skills needed for Reading. RTI for ELLs' academic success would also be implemented for SIFE students. Differentiated instruction is a core tenet of instruction schoolwide for all ELL students across proficiency levels. Newcomer, developing long term and former ELLs receive vocabulary and language instruction in a small group setting, based on their language needs, to allow them access to the academc content. RTI would be available for long term ELLs. Additionally, Title III extended day and Saturday programs are made available for these children to help them further their Academic English as well as content area concepts.

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.

For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, we would monitor that student closely for 6-12 months. In consultation with the principal and parent, if after a range of supports were provided and there is insufficient progress, we would examine the appropriateness of re-identifying the student

Chart as an ELL. For the reverse situation, if a non-ELL student is subsequently identified as an ELL, s/he would receive ENL services until deemed commanding by the NYSESLAT..

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?
 Age appropriate and grade-level materials are used in classrooms of ELL-SWDs that are aligned with the Common Core Learning Standards so that ELL students maintain academic progress while developing English proficiency. In order for all ELLs to access the grade level content, academic language is explicitly taught using ENL strategies, home language support and differentiated instruction. In addition, various modes of differentiation, such as learning styles (visual, aural, kinesthetic, tactile) materials, groupings, and technology are used.
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?
 The needs of ELL-SWDs are met by creating a flexible schedule that allows students with disabilities to participate in ELL classes with non-disabled peers, within the framework of the required ENL service hours in reading, writing, and the content areas of Math, Science and Social Studies, depending on their individual abilities.

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*
Chart					
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 DUALY 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.

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 DUALY 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.

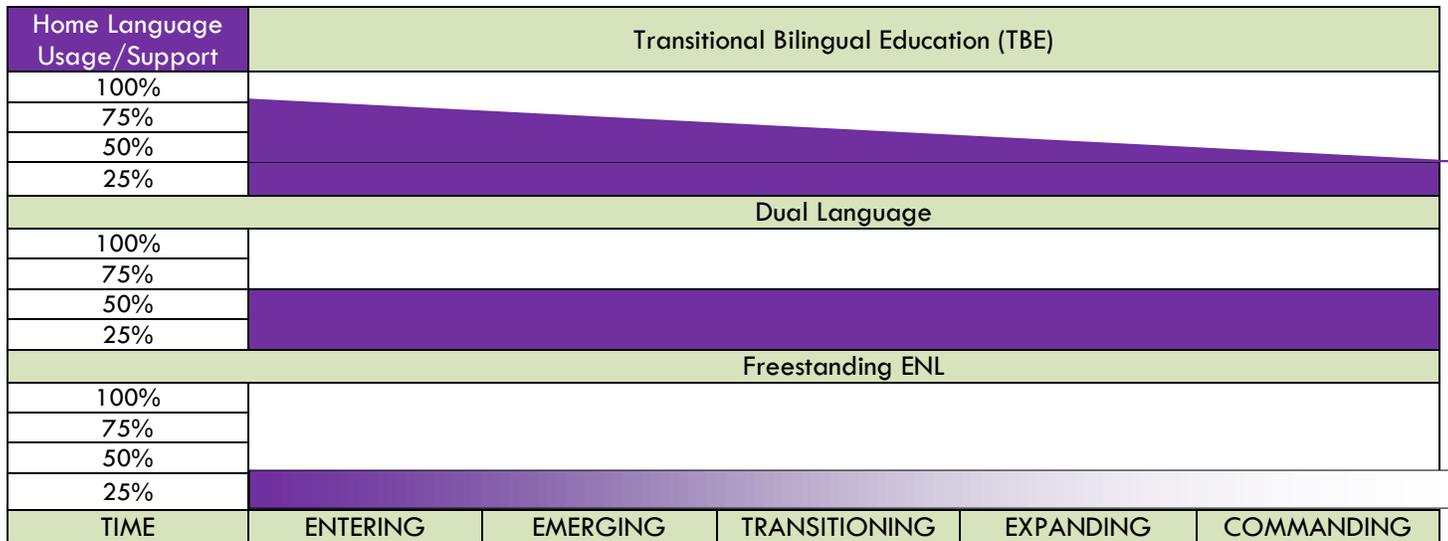


*Note: “other approved services” does not apply to New York City at this time.

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. Last year, there were 4 ell students in the Reading Recovery intervention program and 4 students in the Foundations intervention program that was determined as a result of the screening process for these programs. Ell students who scored below standard on the State assessments receive intervention in either ELA and Math, depending on their needs, in an after-school program. Intermediate and Advanced ELLs receive targeted, small group instruction based on academic need (reading, writing and/or mathematics), which was determined from student assessment data. In addition, intervention is provided through the differentiation of instruction by the classroom teacher and the ENL specialist, who use formal and informal testing data, as well as observations of performance, to develop targeted instructional strategies and determine methods for dealing with academic issues. Teachers monitor on an ongoing basis to determine if the students' learning and achievement increases. Commanding students need the continued support to maintain academic progress. All commanding students who pass the NYSESLAT are offered the same ELL modifications on standardized testing for a period of two years. They are placed in designated ELL classrooms where they benefit from the services of a certified ENL teacher who maintains the skills of English. Additionally, Title III programs are made available to all current and former students to maintain the English proficiency skills.

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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 current program has shown to be effective in helping ELLs develop their English language proficiency as evidenced by student performance. NYSESLAT data for 2015 shows that 47 % of students were commanding as opposed to 36% who were proficient the prior year. 61% of ELLs showed progress in proficiency levels.
12. What new programs or improvements will be considered for the upcoming school year?

We will continue to focus on ways to support language learning within the Common Core curriculum.
13. What programs/services for ELLs will be discontinued and why?

No programs warrant discontinuation at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs are afforded equal access to all school programs which include: Title III Supplemental After School Program which prepares ELL students with test-taking strategies they will need to take the state assessments in ELA and Mathematics. Instruction is focused on reading and language acquisition in the content areas. The Saturday Intergenerational Academy is available to ELLs and their parents, providing intensive ESLA instruction, ELA and math instruction provided by Title III funds. The Greater Ridgewood Youth Council offers an after school program at PS 153 which focuses on homework help and extra-curricular activities. All students, including ELLs, are invited to attend through an application process and information is made available to parents in native languages. The parent coordinator is available for 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.

ELL teachers use the IPAD to support language and vocabulary with visuals for their students. Online programs are used such as BrainPop and Starfall. SMARTBoard Notebook Software and document cameras are used in the classrooms of ELLs to engage students of all proficiency levels, that utilize tactile, kinesthetic and visual learning. In order to support the learning of ELLs, grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English and the home languages where possible. Additionally, reading libraries that are culturally diverse and bilingual have been purchased to help the ELLs practice the reading strategies of Balanced Literacy in their home language. Bilingual glossaries and dictionaries are provided in all ELL classrooms for students to use daily. All Ready Gen Literacy, Go Math and Science and Social Studies Core Curriculum materials are used with our ELL students and Spanish versions are used where available. In addition to Spanish texts, we continually look to purchase home language texts for the titles in the Ready Gen program in our home languages such as Polish and Arabic.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered through classroom libraries in ENL classrooms that are culturally diverse and have been purchased to help the ELLs practice the reading strategies in their home language. The skills in the home language will support their English acquisition. To employ the benefits of bilingualism, teachers implement translanguaging strategies that use the home language and the new language to support language learning and to keep ELL students engaged. In order to support the learning of ELLs, age and grade appropriate libraries in the content areas of Social Studies, Mathematics, and Science have been purchased in both English and the home Language (Polish, Spanish, Chinese, Arabic, Russian) in the classrooms of ELLs. Bilingual glossaries and dictionaries are provided in all ELL classrooms for students to use daily.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required ENL services correspond to students' age at the time of registration when they are placed in the appropriate grade according to their age. Resources available to ELLs correspond to age and grade levels. All classrooms, including those for ELLs, utilize age and grade appropriate resources that support and are aligned to the Common Core Learning Standards and NYC Core Curriculum so that ELLs maintain academic progress while developing English proficiency. In order for all ELLs to access the grade level content, academic language is explicitly taught using ESL strategies and differentiated instruction.
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).
Newly enrolled ell students receive a welcome packet in their home language upon arrival. When possible, teachers create partnerships with students in the class who speak the same language .All newly enrolled ELLs are offered Title III programs to jump start their English, and support the content areas, as well as English language development..
19. What language electives are offered to ELLs?
Students in grade six receive Spanish instruction from a certified teacher of LOTE.
20. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

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.)

The classroom teachers in the all grades are provided Professional Development in teaching ELLs. PD's include the techniques of differentiated learning, Sheltered English, Modified Guided Reading with ESL infused strategies, explicit teaching of Academic language used in problem solving, and an ESL-infused content area curriculum. ESL and classroom teachers jointly plan and assess instructional and language goals to meet the needs of the ELLs. In collaboration with CUNY NYSIEB (NY State Initiative for Emergent Bilinguals), teachers of ELLs receive professional development on the use of translanguaging as an instructional strategy to support bilingualism as a resource in the classroom. ENL teachers are given the opportunity to attend workshop offerings from OELL and CUNY NYSIEB when offered.

Title III funds have been set aside for workshops and teacher resource guides that showcase the very best reading strategies for English Language Learners. These workshops are turn-keyed to the staff via Professional Development days and grade level teacher team meetings. Six topics of Professional Development have been planned, devoted to instruction of ELLs by the classroom teacher. The Professional Development is done by the ESL teachers of the school. The following are some of the topics covered:

 1. Understanding the Language Progressions
 2. Supporting Bilingualism: Translanguaging in Curriculum and Instruction
 3. Academic Language and the CCLS
 4. Guided Reading - ESL Strategies for Success in Reading.
 5. Vocabulary Development
 6. Integrating Language and Content Instruction
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?

Professional development includes scaffolding methods that will provide ELLs access to the complex texts in the Common Core. Teachers of ELLs work with the curriculum to infuse ENL strategies that will help students reach the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselors are in contact with families during the Middle School application process, assisting them in accessing information in their home language. The parent coordinator/Language Access Coordinator also works with parents to help make this transition a smooth one.
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.

Professional development opportunities will be built into our school professional development plan which includes meeting during our Teacher Team/Assembly Program and Professional Development days. Classroom Teachers will receive PD on best practices for teaching ELLs with co-teaching strategies and integrating language and content instruction for ELLs. ENL teachers will receive PD regarding language acquisition and the Common Core Learning Standards with co-teaching strategies and integrating language and content instruction for ELLs. Workshop leaders prepare the agenda and keep an attendance record. All agendas and attendance records are stored in our ELL PD binder for the school year.

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?

The input of parents is vital for the success of any educational program. During the Tuesday afternoon parent outreach time of the day, teachers will schedule individual meetings with parents of ELLs to discuss goals, language development progress, NYSESLAT and periodic assessment results, and language development needs in all content areas. Parents of ELL students receive a Language Development Progress Report three times a year, that is aligned to their level of proficiency. The parents home language will be considered before the meeting in order to provide appropriate translation, either by a staff member or the translation over the phone system, as needed.

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.

Scheduled dates and attendance for individual meetings will be maintained by the ENL teacher.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Our school recognizes that newly arrived immigrant children and their parents/guardians, bring with them a wealth of knowledge of language and culture. PS153's Title III program provides ELL parents/guardians with the opportunity to learn the English language through the Saturday Intergenerational Academy classes. The Saturday Intergenerational Academy classes are held for the parents/guardians of ELL students. In this program, parents of ELLs have the opportunity to attend with their children and receive intensive ENL instruction that links their learning to their children's learning in reading, writing, listening and speaking. An appropriately certified ENL teacher provides parents with English instruction that addresses their language needs. Classes are held each Saturday, from 8:00 AM to 11:00 AM, from November through May.

P.S. 153Q uses the Home Language Survey to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. With this information, oral and written translation services are provided so that parents are involved with their child's educational growth. Translation services also allow parents to be actively involved in voicing their concerns at PTA functions, parent/teacher conferences, etc. A bilingual social worker is available to meet with ELL parents to provide them with assistance in any area of concern. The social worker also provides outside agency resources for parents in need of crisis intervention.

P.S. 153Q provides ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home. A series of three, two-hour workshops will be held on different topics (times to be announced) to accommodate different schedules. Three workshops will address the following: parents will be coached in how to use math strategies in problem solving; parents will become familiar with the ESL learning standards and NYSESLAT assessment; and parents will become familiar with the Common Core Learning Standards in Literacy and Math. The ESL teachers, Parent Coordinator, and the Math and Literacy coaches will facilitate these parent workshops. Classroom teachers of ELLs also have workshops for their parents during the allocated parent time on Tuesday afternoons.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Paste response to question here:
5. How do you evaluate the needs of the parents?
Each year, we send out a parent survey for parents to fill out that is designed to get information about our parents' needs.
6. How do your parental involvement activities address the needs of the parents?
Workshops are given using the information from parent surveys.

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: Maspeth Elementary School

School DBN: 24Q153

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)
David Berkowitz	Principal		10/09/15
Susan Voogt	Assistant Principal		10/9/15
Susan Yanez	Parent Coordinator		10/9/15
Constance Kelly	ENL/Bilingual Teacher		10/9/15
	Parent		10/9/15
Maribel Enriquez, ENL	Teacher/Subject Area		10/9/15
Susan Mohan, ENL	Teacher/Subject Area		10/9/15
Diane Marzec	Coach		10/9/15
Doreen Keegan	Coach		10/9/15
Lashawn Quick	School Counselor		10/9/15
Madelene Chan	Superintendent		10/9/15
	Borough Field Support Center Staff Member _____		10/9/15
	Other _____		10/9/15
	Other _____		10/9/15
	Other _____		10/9/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q153 **School Name: Maspeth Elementary School**
Superintendent: Madel

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. 153Q uses the Home Language Survey, given at the time of enrollment, to determine the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school. The school maintains an appropriate and current record of the primary language of each parent. Such information is maintained in the cumulative record cards, in ATS and on the student emergency card.

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.

PS 153Q is a mosaic of many diverse language groups; a total of 30 languages. The Home Language Survey identifies the primary language of our 1343 students. Spanish, Polish and Arabic are the major languages spoken at home of students who attend our school. Other languages include: Albanian, Bengali, Bosnian, Bulgarian, Burmese, Cantonese, Chinese, Czech, English, French, Greek, Hungarian, Indonesian, Italian, Mandarin, Nepali, Portuguese, Romanian, Russian, Serbo-Croatian, Slovak, Thai, Ukranian, Urdu, and Vietnamese. Of the 359 Spanish speaking parents 188 require translation and interpretation services. The Home Language Report indicates that there are 267 students whose home language is Polish. Within this language group, 99 Polish speaking parents require oral and written translation services. The HLS has shown that the covered languages of parents that require language

assistance services in the form of both written and oral translation services, in addition to Spanish and Polish, are Arabic and Chinese.

Part B: Creating a Communications Calendar

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

School Opening Documents
Calendars
Parent-Teacher Conferences
School Closings/Early Dismissals
After School Programs
Testing Dates
Discipline Code Parent Letters
Discipline Code
Respect for All Brochures
GRP Parent Letters

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.

Meet the Teacher Night
Parent Teacher Conferences
PTA Meetings
Family Information Nights
Family Literacy Fair
Family Math Fair
Parent Workshops
ELL Parent Meetings
Daily Guidance counselor calls to parents

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.

P.S. 153Q identifies documents which are distributed or electronically communicated to all or substantially all parents at our school containing critical information regarding their child's education, including, but not limited to:

- a. registration, application and selection;
- b. standards and performance (e.g. standard text on report cards);
- c. conduct, safety and discipline, consent forms
- d. special education and related services; and
- e. transfers and discharges.

The staff at our school translates such critical communication in a timely manner, in each of the covered languages and works with the office responsible for the critical communication to make such translations available to parents.

Our school provides parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, legal or disciplinary matters; and entitlement to public education or placement in any special education, English language learner or non-standard academic program.

When our school is unable to provide required translation from a staff member, the translation or interpretation will be used.

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.

P.S. 153Q provides interpretation services, to the maximum extent practicable within the budget appropriated for such services, during regular business hours, to parents whose primary language is a covered language and who request such services in order to communicate with our school regarding critical information about their child's education.

Depending upon availability, such interpretation services will be provided by a staff member or parent volunteer. If unavailable, the over-the-phone interpreters from the Translation and Interpretation unit will be used.

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.)

School staff, including safety agents, receive the Information Card for Interpretation services. School staff members are advised of their responsibilities for communicating with parents in their requested language.

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

As per the Chancellor's Regulations A-663, P.S. 153Q provides each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation, and interpretation services.

For all meetings involving our parents, our school posts in a conspicuous location at or near the primary entrance, a sign for the covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are downloaded from the central translation unit. The school's safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barrier.

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)

We will survey parents during formal and informal face-to-face interactions during the school year.