



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DBN: (i.e. 01M001):**                   **27Q253**

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

**Principal:**                             **PHOEBE ROBINSON**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: P.S. 253 School Number (DBN): 27Q253  
Grades Served: PreK - 5  
School Address: 1307 Central Avenue Far Rockaway New York 11691  
Phone Number: 718-327-0895 Fax: 718-327-3964  
School Contact Person: Phoebe Robinson Email Address: Probinson4@schools.nyc.gov  
Principal: Phoebe Robinson  
UFT Chapter Leader: William Easteadt  
Parents' Association President: Maurice Blackman  
SLT Chairperson: Jennifer Sullivan  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): PTA Committee  
Student Representative(s):

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-10 Rockaway Boulevard Ozone Park New York 11416  
Superintendent's Email Address: MBarton@schools.nyc.gov  
Phone Number: 718) 642-5770 Fax: 718-642-5705

**Borough Field Support Center (BFSC)**

BFSC: Queens Director: Marlene Wilks  
Director's Office Address: 82-01 Rockaway Blvd Ozone Park New York 11416  
Director's Email Address: mwilks@schools.nyc.gov  
Phone Number: 718-642-5839 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 School Comprehensive Educational Plan (SCEP) 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)
Phoebe Robinson	*Principal or Designee	
William Easteadt	*UFT Chapter Leader or Designee	
Maurice Blackman	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cindy Ramirez	Teacher	
Jennifer Sullivan	Teacher	
Michele Iavarone	Teacher	
Parnelle Bordes	Parent	
Mayra Osorio	Parent	
Gloria Aguirre	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Veronia Patterson	Parent	
Lidia Torres	Parent	
	Member/ Teacher	
	Member/ Teacher	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

#### **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.

## **Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYSED's Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Serving students in Pre-K- Grade 5, our current population of 534 students has a representation of 57.3% Hispanic, 36.7% Black, 3% White, 1.87%Asian, .19% Pacific Islander and .94% American Indian or Alaskan Native, of which there are 52.06% Males and 47.9%Females. Within our population, 10.5% are students with disabilities (SWD's) and 28.65% are English Language Learners (ELL's). Year to date, we have maintained an average attendance rate of 94.7%.

Our school's mission is to cultivate academic pride and civic responsibility, as our students are infused with the love of learning through discovery and explicit instruction that integrates the Arts, Science and Technology.

The elements of the Framework for Great Schools in which our school made the most progress over the past year are. As Celebrated in our 2014-2015 Quality Review, Indicator 3.4-High Expectations, denotes that our school has "Established a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations." Our PPO also celebrates Indicator 3.1-Goals and Action Plans, stating, "The Principal has established collaboratively designed data-based goals that are linked to student growth and monitors and evaluate s progress through ongoing tracking, revising plans as needed in response to staff needs and student learning trends."

The P.S. 253Q school community consistently communicates high expectations to all students, parents and staff. At P.S.253, we recognize that when parents and teachers have high expectations for their students, it allows the students to be more engaged in the classwork, improve academic performance, build self-esteem and increase confidence. The needs of our English Language Learners and Students with disabilities include:

- Developing Fluency,
- Enhancing Speaking and listening skills
- Increasing Academic vocabulary
- Increasing access to complex texts

As a result, P.S. 253Q maintains uniformly high expectation for students, staff and our families. These expectations are communicated to our students, parents and staff by distributing monthly newsletters, providing ongoing Common Core academic awareness workshops, celebrating students' accomplishments at our award ceremonies, Positive Behavior Incentive Strategies and student of the month recognition. In addition, we recognize students who stand out for their leadership quality/ies by encouraging them to be active members of the Grade 5 student council. Continuing to emphasize our high expectations, P.S.253 is now a Charter Member of the National Elementary Junior Honor Society. We will induct our first group of Elementary Junior Honor Society members in the fall of 2015.

P.S. 253Q engages in a consistent collaborative decision-making process, using various platforms to capture the voices of all stakeholders. Student Council, Grade Level Common Planning, Vertical Planning Teams, the School Leadership Team, and Tuesday's Tea & Talk for parents with the Principal are a few initiatives used to promote shared discussions as we focus on the instructional and social-emotional goals of our school. Charged with improving teacher practice and advancing students' learning, our teacher development is supported by our effective use of a research-based framework to monitor teacher growth via classroom observations. Through the observations, administrators provide appropriate, relevant and timely feedback as well as customize a plethora of supports aligned to the teacher's targeted areas for growth to facilitate teachers' ongoing development of their pedagogical practices.

At P.S.253Q, school leaders and teachers continue to effectively align curricula to key standards and engage students in Common Core units of study, reflected in planning documents that cognitively engage a diverse group of learners. Additionally, the coherent design and use of rubrics across grades and throughout our school consistently promotes clear and high expectations for all students.

P.S. 253Q is building a successful partnership with families to support students' progress toward college and career readiness. Throughout the school year, P.S. 253 has provided various activities and sustained ongoing communication with parents in order to develop their understanding of grade expectations and support our students' academic and social-emotional progress. We provide our parents with monthly calendars, the Principal's Newsletter, Grade newsletters, our school's website, and a weekly robo-call, whereby the principal's message is recorded and parents receive a phone call with such twice on the weekend. These means of communication allow all parents to be aware of the events that are occurring in the school. Additionally, our parents are invited to join the Principal for Tuesday's Tea & Talk, every 2<sup>nd</sup> Tuesday of the month. Our parents are given an opportunity to discuss and address any concerns regarding their child's education. Parents are also encouraged to highlight areas that they are excited about and what they would like to see continue here in our building. Community Based Organizations support high quality instruction, engage families in our agenda of moving students towards academic and social-emotional success and simultaneously continue to sustain our implementation of numerous initiatives to strengthen our partnership with families including:

- Family Fun Nights
- Language Exchange for Teachers and Parents
- Immigration and Legal support
- Family Literacy Night

**Continued areas of focus are:**

- Establishing a shared understanding and shared commitment around the use of assessments to improve student outcomes .
- Strengthening teachers' use of assessments to inform and customize instruction for students
- Further improve processes to regularly evaluate curricular and organizational resources to ensure that appropriate rigor is embedded in all classrooms in order to further the work of the CCLS for all learners.
- Continue to develop teacher ability to provide a data-based rationale that informs their decisions to adjust teacher practice and create strategic learning targets for groups of students.
- Fostering school-wide use of technology to engage students in computer science activities that promotes critical thinking and analytical skills.
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## 27Q253 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	533	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		86.3%	% Attendance Rate	92.5%
% Free Lunch		89.0%	% Reduced Lunch	5.1%
% Limited English Proficient		23.7%	% Students with Disabilities	18.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.8%	% Black or African American	38.2%
% Hispanic or Latino		57.7%	% Asian or Native Hawaiian/Pacific Islander	1.0%
% White		2.2%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.16	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	7.95
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		17.1%	Mathematics Performance at levels 3 & 4	23.2%
Science Performance at levels 3 & 4 (4th Grade)		54.4%	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			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	X
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	NO
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		NO	Limited English Proficient	YES
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p><b>3.1 NYCDOE QR</b></p> <p>The Principal Performance observation has indicated that the quality indicator 3.1; Goals and Action Plan is an area of celebration. P.S. 253Q has established collaboratively designed data-based goals that are linked to student growth and monitors and evaluates progress through ongoing tracking, revising plans as needed in response to staff needs and student learning trends. At P.S 253Q, school leaders and staff continue to work in collaboration with students and families to create opportunities that build awareness of the Common Core Learning Standards and expectations aligned to our school’s Instructional Focus. Our Students are empowered to take an active role in their education by setting goals and self-monitoring their progress towards mastery as measured by rubrics and the Common Core Learning Standards</p> <p>In students’ process of goal setting, teachers supported students in conferences that resulted in a plan of action identifying specific steps needed to reach their goals. Teachers also met with parents during Open school night and Tuesday afternoons to inform parents of their children’s goals and provide resources and guidance to further support students at home as they work towards accomplishing their goals.</p>		

According to the 2014-2015 NYS ELA exam results, 18% of our student population met proficiency, indicating a need for enhanced rigorous practices; ultimately resulting in school-wide improvement, specifically for our ELLs and SWDs. By strategically planning for and assessing students in these subgroups, our teachers will be able to customize instruction and provide appropriate scaffolding to meet the needs of these diverse groups. As we continue to increase our focus on our ELL students and SWDs, we have reflectively developed a system of addressing their needs through pull-out and push-in services, small group instruction, and RTI to raise proficiency.

## 1.2 NYCDOE QR

In continuing the development of teacher pedagogy from a coherent set of beliefs about how students learn (as recommended in our 2014-2015 Quality Review) our Advance data has navigated us towards a heightened focus on enhancing teachers' use of effective assessment practices to drive and differentiate instruction to enhance students' outcomes.

One of our school's goals is to deepen teachers' understanding of using assessment to drive student learning. As we emphasize and develop a shared commitment around the use of assessment to inform instruction, administrators have engaged teachers in a self-reflection of their performance in Component 3d-Using Assessment in Instruction. Teachers' initial planning conference will focus on establishing goals to strengthen their assessment practices.

Administrators will continue to support teachers through:

- Consistent observations
- Relevant and timely feedback
- Ongoing Data-Chats
- Customized supports
- Side by Side Coaching
- Professional Learning Opportunities

## **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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 3% increase in student proficiency in ELA through the implementation of high quality, targeted instruction that is aligned to the CCLS, as measured by formative and summative assessments.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Administrative team will schedule and conduct informal and formal observations; provide feedback to teachers that captures strengths, areas of improvement and next steps with support using the Danielson Framework for Teaching. Administrators will align the support with professional short-term goals for teachers.</p>	<p>All Staff</p>	<p>9/15-6/16</p>	<p>Administrative Team</p>
<p>During common planning, Vertical and Horizontal Inquiry Team meetings,</p>	<p>All Staff</p>	<p>9/15-6/16</p>	<p>Administrators</p>

teachers will engage in analyzing work products of ELLs, SWDs, and Lowest Third to identify trends, patterns, and implications for teaching and learning.			Math/Literacy Coaches, ESL Specialists,  Grade Leaders  District Support S
The Professional Learning Team will identify opportunities that strengthen teacher practice to improve student outcomes for our ELLs and SWDs. Opportunities will be customized for our various subgroups and will include targeted PD, study groups, curriculum mapping, and cycles of inquiry.	All Staff	9/15-6/16	Administrators  Professional Learning Teams
During Parent Engagement (extended time) teachers will engage parents building awareness and understanding about the rubrics used to assess students' work product and mastery of the Common Core Learning Standards	Parents	9/15-6/16	All Teachers, Coaches
Teachers will engage in professional learning opportunities using the Estrellita and Imagine Learning to enhance their strategies to better support our English Learners.	ESL/Dual Language Teachers	9/15-6/16	Administration, ESL Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Extended Professional Learning Time(Monday/Tuesday) Coverages for teachers, Professional Learning Opportunities/ Workshops Curriculum Resources/Texts ESL Teachers Title III Afterschool Program											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**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.

By January 2016, 75% of students will demonstrate grade appropriate gains in literacy as measured by Fountas and Pinnell benchmark assessments.

**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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p><b>3.4 NYCDOE QR</b></p> <p>Based on our recent Quality Review, the quality indicator 3.4- High Expectations is an area of celebration. At P.S 253, we have established a culture for learning that communicates high expectations for staff, students, and families as well as provide supports to achieve those expectations.</p> <p>In order to grow a culture and school climate that supports the academic, social and emotional growth of all students and adults, school leaders consistently align professional development, family outreach, student learning experiences, and training to our school vision. Thereby, resulting in a budding culture of mutual trust, positive attitudes, and accountability. Furthermore, school leaders and staff successfully partner with families and community members to communicate high expectations about college and career readiness. Our Guidance Counselor and teachers actively support students through one to one conferences as they progress towards meeting our school-wide academic and behavioral expectations.</p> <p>Data is collected, analyzed and monitored by our Pupil Personnel and Positive Behavior Intervention Teams to assess the impact of various interventions on behaviors of focused students.</p> <p>Our Positive Behavior and Intervention Supports Team (PBIS) continue to meet weekly to discuss protocols and the behavioral expectations that have been instituted in our School-Wide Behavior Matrix. All students and staff are</p>		

expected to R.O.A.R towards success with traits such as: Respect, Optimism, Achievement, and Resilience. Thus, a school wide discipline matrix is being successfully developed by the team to build students and families' awareness and guide in the appropriate response to any infractions or misbehaviors.

P.S 253Q continues to implement the Cloud 9 World, a character education program aimed at building and strengthening characters. Through Cloud 9, a character trait such as generosity or kindness is selected and represented throughout our school each month. The word is been integrated in the ELA content area. Each word is exemplified through a read aloud where the students engage in rich-discussions about the content of the word. Our PBIS team designs text dependent questions to support teachers' engagement and align Cloud 9 to our Instructional Focus. Then the students write a story using examples of what it means to be kind. In addition, each child brings the book home to share with the family members in order to bridge home and school experience.

For 2014-2015 school year, P.S 253 has partnered with the New York University's Metropolitan Center to provide professional development for staff members. The expectations for this partnership are for adults to develop effective strategies to build positive relationships and attitudes that support the social and emotional growth of all students. Through this training, teachers have learned to incorporate research-based strategies to address student behavior in a safe environment where students can continue to strive academically and socially.

#### **2014-2015 RYMA Annual Attendance Report**

While, High Expectations is communicated to our families regarding academic pride and social-emotional behaviors, non-compliant behaviors appear to be elevated among our SWDs. Our 2014-2015 RYMA report has indicated that attendance for our Students with Disabilities is lower in average than our regular educational groups. In analyzing these trends, Administrators have determined that we must heighten our focus on enhancing communication with our families of SWDs to close the gap by 2% next year. Administrators have also reflected on the needs of improving the social and emotional development of our SWDs. As a school-wide initiative, staff and students will explore the 7 Habits of Highly Effective People to foster positive relationships between students, staff and families and establish a more collaborative and welcoming learning environment.

### **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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, P.S.253Q will enhance relationships and communication with parents and families of our SWDs to increase attendance for all Students with Disabilities by 2% as evidenced by the RYMA report .

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>All staff will engage in professional learning opportunities to learn and apply effective strategies to build positive relationships with students and enhance home and school connections to successfully impact the child's academic and social growth.</p>	<p>School Staff</p>	<p>9/15-6/16</p>	<p>Administrators  Personnel from Partner Organizations  Guidance Counselor  School Assessment Team</p>
<p>The Behavior Strategy and Support Team (BSST) will observe, monitor the behavior of SWDs and Tier 3 students, and research best practices and strategies to</p>	<p>SWDs  Tier 3/High Risk-Students  Parents</p>	<p>9/15-6/16</p>	<p>Guidance Counselor  Behavior Strategy Support Team</p>

<p>provide training and support to staff members. Appropriate staff will maintain a log of student behaviors to track intensity, severity and circumstances of inappropriate behaviors. BSST will work with the guidance counselor and parents to support the individual's academic and social growth. The team and teachers will communicate with parents about clear expectations and provide support and resources for parents to make home and school connections.</p>			<p>(BSST)</p> <p>Classroom Teachers</p> <p>Parents</p>
<p>All staff members will implement the Leader in Me transformation process and the School-wide Behavioral Matrix to communicate high expectations and help students develop appropriate behaviors. All classroom teachers will use the book of the month and the character strength program to foster a positive and safe environment.</p>	<p>All Students</p>	<p>Ongoing</p>	<p>Administrators and Staff Members</p>
<p>PBIS 3 Tier model will be implemented to enhance the academic, social, and emotional growth of all students. In addition, the program will foster a positive school culture to communicate high expectations for staff, students, and parents. Tier 1 will identify all students and it will focus on maintaining appropriate behavior and increase instructional time. Tier 2 will target some at-risk students to reduce current cases of problem behavior. Tier 3 will focus primarily on at-risk students in order to support students by modeling effective</p>	<p>All Students</p>	<p>9/15-6/15</p>	<p>PBIS Committee</p> <p>Classroom Teachers</p>

academic and personal behaviors.			
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Learning Opportunities – Partnerships with Community Based Organizations, Behavioral Strategy & Support Team(BSST), Special Education Teachers, School Assessment Team Per Session for BSST research Training and Resources for Parents Teacher Coverages for BSST members Cloud 9 Character Education Program											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, attendance in our SWD classrooms would have increased by 1%.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>At P.S. 253 we collaboratively work to set an instructional focus that improves teacher practice and student outcomes. During the 2014-15 school year, all teachers engaged in professional learning opportunities geared towards increasing critical thinking by students through the use of strategies and practices that target student needs. Some of the Professional Learning topics included:</p> <ul style="list-style-type: none"> <li>• Translanguaging</li> <li>• Use of assessments</li> <li>• Designing Text-Dependent Questions</li> <li>• Hess’ Rigor Matrix &amp; Depth of Knowledge</li> <li>• Small group instruction</li> <li>• The 5 E’s Instructional Framework</li> <li>• Differentiated Instruction</li> </ul> <p>4.4- 2014-15 Principal’s Performance Review (Quality Review indicator 4.2)</p> <p>Feedback from our 2014-2015 Principal’s Performance Review, identified a need to further refine the use of student work and data to plan and refine academic tasks, including specific strategies to support targeted skill acquisition. It also identified a need to continue to develop teacher ability to provide a data- based rationale that informs their decisions to adjust teacher practice and create strategic learning targets for groups of students.</p>		

In addition, our 2014-2015 Quality Review feedback noted that, "Across classrooms, varying teaching strategies have led to some missed opportunities for meaningful discussions, curricula extensions and supports to produce high level work products for all learners, including the school's sub groups of students." Reflecting on this data and 4.4, we recognized that there is a need for supporting our teachers in developing best practices for various sub-groups as well as maintaining the continuity of these practices across grade levels.

With more than 130 English Language Learners and 50 Students with Disabilities currently among our 530 students on register, we will continue to carefully tailor instruction to address their needs. Through our Cycles of Inquiry, teachers will deepen their review of student work products via the Looking at Student Work and Looking at Teacher Practice Protocols. We are able to work towards improving this area of need by building capacity within each grade through the Inquiry process. Grade level teams will continue to delve into analyzing teacher practice through the reflective Looking at Teacher Practice Protocol. Additionally, they will utilize the Looking at Student Work protocol to determine trends within classes, grades, subgroups, or school wide. Teacher observation feedback based on the Framework for Teaching will identify individual teachers' strengths to collaboratively support the development of their colleagues practice.

## **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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of classroom teachers will participate in cycles of inquiry to analyze student work and teacher practice as measured and evidenced by increasing the level of proficiency in ELA by 3% and the overall Effective Advance rating in domain 3 for 25% of teachers.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will participate in peer Inter-visitation cycles that are focused on the collaborative development of teachers' instructional knowledge and skills.</p>	<p>All Staff</p>	<p>9/15/6/16</p>	<p>Administrators  Staff</p>
<p>The ELL and Special Education Specialists will conduct professional learning opportunities to enhance the knowledge of scientifically based techniques for ELLs and SWDs. The practices will be utilized to create access to the content and support the learners. Teachers will analyze the effectiveness of the practices by engaging in</p>	<p>All Staff</p>	<p>9/15-6/16</p>	<p>Administrators,  ELL and Special Education Departments  Grade Leaders</p>

weekly inquiry meetings geared towards analyzing teacher practice and student work.			
Teacher teams will engage in cycles of inquiry to analyze trends in student performance and pedagogical practices to strengthen their instructional methods.	All Staff and students	9/15-6/16	Administrators, Teachers Coaches Grade Leaders
Teachers will engage parents in curriculum based workshops to increase their understanding of the CCLS and strategies to support the academic and social-emotional development of their children.	Parents	Ongoing	Teachers Coaches

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Engagement Time Per Session for Parent workshops Teacher Coverage for inter-visitations Resources/Texts											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, all teachers would have completed 1 cycle of Looking at Student Work and Teacher Practice in their grade level Inquiry Teams
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>2.5 2014-15 Quality Review Area of Focus: Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.</p> <p>We work to develop instructional practices that are aligned to the requirements of the Common Core Learning Standards to make all students college and career ready. As our teachers engage in analyzing their current practices in order to make improvements, they will also analyze how they address the needs of ELLs and SWDs. Through exposure to and developing an understanding of Universal Design for Learning, Translanguaging, and Executive Functioning techniques, teachers will be more equipped to address and monitor the progress of these students. Administration will examine how the teachers plan coherent instruction and engage students with the content through use of the Danielson Framework for Teaching Rubric. This data can be used to provide actionable feedback to the individual teachers, as well as identify trends in practice to inform professional learning opportunities. Additionally, teachers will engage in collaborative planning sessions to increase coherence in practices throughout the school to foster an increase in student achievement. School Leaders will communicate high expectations to the entire staff and provide training, resulting in a culture of mutual accountability for those expectations.</p>		

The 2014-2015 School End of Year ELA Benchmark Assessment indicated a need to increase the reading levels of our students, especially our sub-group populations. As a result, we will target these students through the use of research-based strategies to improve student performance. In addition, teachers will participate in professional learning opportunities and data chats with Administrators to analyze student data and develop targeted plans.

### **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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the administrative team will provide 100% of teachers in PK-5 with customized professional development on research based strategies to increase student reading levels by 2 levels as evidenced by Fountas and Pinnell Benchmark Assessment results.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>School leaders will customize support based on formal and informal observations and provide professional learning opportunities to meet the needs of individual teachers aligned with Danielson’s Framework for Teaching to foster professional growth in teachers.</p>	<p>Teachers</p>	<p>9/15-6/16</p>	<p>Administrators  Coaches  Mentors</p>
<p>Based on gathered data and trends within the classes, leadership will collaborate with teachers to identify and focus on an identified subgroup within their classes to engage in targeted small group</p>	<p>SWD  ELL  Lowest Third</p>	<p>9/15-6/16</p>	<p>Administrators  Teachers</p>

instruction 1x per week during their scheduled professional period.			
School Leaders will collaborate with the Parent-Teacher Association to identify and provide support and training for parents to build awareness of classroom expectations and effective strategies to foster student mastery of Common Core Learning Standards.	Parents	9/15-6/16	Administrators Staff External Support
Teachers will engage in book study to analyze and apply best practices around reading instruction.	Teachers	9/15-6/16	Administrators and Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teacher Coverages Professional Learning Opportunities (Mondays) Parent Involvement (Tuesdays) Parent Workshops Per Session for Teachers											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
X	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, students will advance 1 reading level according to the Fountas and Pinnell Benchmark Assessments.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>At P.S. 253Q, we are actively engaging our parents in a partnership of shared responsibility that requires their participation in the successful progress all students can make towards college and career readiness.</p> <p>We provide invitations to Math and ELA workshops facilitated by our instructional coaches to foster better understanding of the Common Core Grade Level Standards and expectations.</p> <ul style="list-style-type: none"> <li>Every Tuesday during parent engagement, parents are invited to meet with their child’s teacher to discuss their child’s progress and strategies they can use to support their child’s learning at home.</li> <li>Every other month the school organizes a Family Night event. Family Night allows the parents, students, and staff to join together as one family and enjoy a warm dinner. During this event, our families interact with each other as they participate in different events such as art, games, and sports. Staff members volunteer to support our Family Night.</li> <li>In December we have a toy drive, where students write “Dear Santa” letters and sponsors have an opportunity to grant a student’s wish.</li> <li>Twice a month, we have a food bank for all of our families. Our parent coordinator has organized a partnership with City harvest where we have food delivered twice a month to distribute to our parents. During this time we</li> </ul>		

have parent volunteers participate in organizing the food into bags and then delivering these bags to every student in the school.

We provide our parents with monthly calendars, the Principal's Newsletter, Teachers' Newsletters, our school's website, and a weekly robo-call, whereby the principal's message is recorded and parents receive a phone call with such twice on the weekend. These means of communication allows the parents to be aware of the events that are occurring in the school.

Additionally, our parents are invited to join the Principal for Tuesday's Tea & Talk, every 2<sup>nd</sup> Tuesday of the month. Parents are given an opportunity to discuss and address any concerns regarding their child's education. Parents are also encouraged to highlight areas that they are excited about and what they would like to see continue here in our building.

In Go Math this year, every student will be provided with a digital Personal Math Trainer they can access at home. This computerized trainer will provide tutoring and homework help as well as individualized math instruction based on the data received from the diagnostic assessment.

We provide our parents with customized student Progress Reports. These progress reports give parents detailed information regarding their child's reading level, writing reports as well as monthly math assessments.

At P.S.253Q, we recognize and highly value the role of Parents as Partners as we secure students on their pathways towards success. Increased parent presence is remains to be a priority for the 2015-2016 school year. P.S. 253Q looks forward to a collaborative journey with parents, teachers and students, leading towards great successes for all stakeholders.

Although we aim to provide a multitude of rich opportunities to support our families, there is still a need to increase parental involvement in curriculum and instruction activities that support the parents and their children. By implementing new initiatives, such as class parents, parents will have the opportunity to form stronger partnerships with the teachers while engaging in Common Core aligned instruction.

## **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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase of parent involvement in the school which will be measured and evidenced by parent attendance at school-based workshops, activities, school events, and volunteering to be a class parent.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>P.S. 253Q will engage parents in curriculum-based workshops that foster a better understanding of the CCLS so they may be partners with us in our efforts to prepare all students for college and career readiness.</p>	<p>Parents</p>	<p>9/15-6/15</p>	<p>All Staff</p>
<p>P.S. 253Q’s ELL Specialists, Teachers and Community Based Organizations will link school and home initiatives by engaging families of our ELL and SWD populations in workshops to provide</p>	<p>Parents ELLs SWDs</p>	<p>9/15-6/16</p>	<p>ESL Specialists  Guidance Counselor Parent Coordinator</p>

effective strategies they may use at home to support the academic progression of students.			
Monthly initiatives will be designed to increase parent volunteers (class parents) and strengthen school and family relationships through coordinated efforts with New York Cares and Food Bank of NY. Parents will take an active role in conducting activities that will benefit students and/or families.	Parents	9/15-6/16	Administration Parent Coordinator Guidance Counselor Staff
P.S. 253Q's will provide our parents with timely data regarding the progress students are making towards the Common Core Learning Standards through quarterly progress reports and access to day to day support to help students master these standards through customized digit tutors for both ELA and Math via RAZ-Kids and GoMath Digital Path Personal Math Tutor.	Parents	9/15-6/16	Principal All Staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Resources for Events Parent Workshops Access to Go Math and Raz-Kids CBO Partnerships											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>	X	<b>Title I SWP</b>	X	<b>Title I TA</b>		<b>P/F Set-aside</b>		<b>21<sup>st</sup> Century</b>		<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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By January 2016, 50% of classes will have a class parent functioning as a liaison between home and school.

**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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Fall Fountas and Pinnell Reading Assessment Running Records/Conference Notes Portfolios Student Goals IEP Goals NYSLAT exam New York State Exams (Grades 3-5 )	Ready Gen Spaulding Whole Group Instruction Close Reading Instruction Questioning and Discussion Techniques Think/Pair/Share Guided Reading Instruction Reading and Writing Conferences Student Learning Centered Activities/Tasks On Demand Writing Whole Group Writing Instruction Peer Revising and Editing Writing Process Teacher and Student Reflection Use of Rubrics for Self and Teacher Assessments/Feedback Performance Task Response to Intervention (RTI) SETSS ESL  { Foundations  Fountas  Leveled Library	Instructional Time Whole Group/Small Group Instruction After School ( no more than 10 students Small Group Instruction – Small Group {Guided Reading/Writing} (no more than 6 students) or Individual One-to-One Support {Student-Teacher Conferences} SETSS – Small Group (no more than 5 students) ESL – Push-in Pull-out Small Group (no more than 10 students) RTI – Small Group: Tier 2 (no more than 10 students) Tier 3 ( no more than 5) Afterschool ESL and Lowest 3rd – Small Group (no more than 15 students) Test Sophistication ( no more than 15 students)	During Regular Instruction Professional Periods Small Group Instruction – During the School Day: 15 minutes 3 times/day as part of our Core Program for All students SETSS – During the School Day 45 minutes 3-5 days/week for our student with IEPs ESL – During the School Day 45 minutes 2 days/week for our ELL students RTI – During the School Day 30 minutes 3 days/week for our Tier 2 & 3 students in Grades K – 5 Afterschool – After School 2 hours 3 days/week for our Levels 1 & 2 in Grades 3 – 5

<b>Mathematics</b>	Baseline Math Assessment Math Portfolios Math Goals Pre-Post Unit Tests Exit slips Math Journals Student Work	Go Math Whole Group and Small Group Instruction Differentiated Math Activities Integrating Math in Literacy Using various/approaches to solving word problems Emphasis on explanations and logical reasoning Go Math Differentiated Activities for ELL's, RTI Tier 2 and Tier 3	These services are provided through small group instruction, one to one conferencing, peer to peer tutoring.	During Regular Instruction Professional Period After-School Programs
<b>Science</b>	New York State Test Unit Tests Projects	Scope and Sequence Integrate Science in Literacy Hands on Science Project-Based Learning Explorations/Discovery Harcourt Science Program (Alternate Lessons Companion), smart board activities, Real World Videos, Exploration of the scientific method .	Inquiry Based Learning Hands on activities in the science lab and classroom through small group instruction. Project-Based Activities Differentiated Activities/Groups	Science periods, during the school day.
<b>Social Studies</b>	Unit Tests Informal Observations Projects Class work Student Work	Whole and Small Group Instruction Small Group Instruction { Houghton }	Small Group Instruction – Small Group (no more than 10 students) or Individual One-to- One support {Student-Teacher Conference}	Small Group Instruction – During the School Day 15 minutes 3 days/week with flexible groups in Grades
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals Behavior Forms Outside Referrals Parent concerns Teacher Recommendations IEP Incident Reports	PBIS is used to monitor student behavior and promote social and emotional development Teachers monitor Student Behavior using a behavior plan or Class Dojo- a computer program used to monitor student behavior. Clouds 9 is a Character Education program to	PBIS is a School-Wide Behavioral program. Classroom Teachers Used the Class Dojo/Behavior Management Plan At-Risk Students receive counseling 3- 4 times a week (no more than 5 students) One-and one student counseling	During the day Time Group Trips once a month

		<p>teach and reinforce our school's behavioral expectations  Student Council fosters social and leadership skills  Green Team promotes responsibility and school spirit  Green Team promotes responsibility and school spirit  Morning Announcers have the opportunities to build their communication, writing, and leadership skills</p> <p>Students receive guidance at-risk services consisting of: individual and group counseling to address personal issues, peer conflicts, academic issues, outside referrals, administration for children services intervention, foster agencies/family issues.</p>	<p>Committee with an elected president, vice president and other members  2 students were selected from a pool of applicants to be news announcers</p>	
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.</li> <li>• The pupil personnel secretary will work closely with the Network Human Resources point person to ensure that non-HQT meet all required documentation and assessment deadlines.</li> <li>• Mentors are assigned to support struggling and un-qualified teachers.</li> <li>• Formative feedback will be given in a timely fashion to staff</li> <li>• Feedback will result in improvement in teacher practice.</li> <li>• Feedback and next steps will be monitored and documented for each teacher.</li> </ul> <p>Through professional development, we will develop shared norms among school leaders and teachers for engaging in feedback conversations</p>

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

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• The Administration, Teachers, Support specialists, systematically conduct professional development sessions, inter-visitations and demonstration lessons. These provide the staff with strategies to assess and improve student achievement and outcomes. Each grade has its prep period at the same time each day. This allows the teachers to meet and discuss methodologies that would allow students to achieve. In addition, monthly grade conferences are held in order to monitor and address the particular needs of the teachers and students. Monthly faculty conferences are also used to provide PD. Educators are also provided with additional opportunities to attend PD sponsored by the DOE, Network, and/or other educational entities.</li> <li>• We offer ongoing professional development to increase teachers' skills in best practices to improve student behavior and sound pedagogical techniques in teaching students with disabilities. Our professional development (PD) is based upon data informing staff and administration of students' needs and geared towards sound research validated practices. All PD will be matched to curriculum content and aligned with Common Core Learning Standards.</li> </ul> <p>• Our school retains and develops highly qualified teachers by guiding their work through collaboration with the teachers on their grade, PD, and assistance from specialists.</p>

### Part 3: TA Schools Only

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

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

N/A

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

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

N/A

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

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

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

Hosting two Pre-K classes in our school allows students to transition smoothly from into our elementary school. For those students who are coming from other preschool sites, our transition services include:

- Parent involvement activities that include workshops, trips, in school activities;
- Pre-K Social worker to address the needs of families
- Sharing of records/information from the preschool to PS 253Q;
- Following up on early intervention services and providing similar services if mandated;
- Articulation with the local community based organizations that provide services to Pre-K students.
- “Welcome to PS 253Q Curriculum Night” which is an overview of PS 253’s mission, vision, curriculum

At the conclusion of this academic year, to assist in the transition of preschool children to elementary school programs, Pre-K and Kindergarten teachers collaborate to align their curriculums to ensure prerequisite skills based on the CCLS are being addressed. At the conclusion of the 2015-2016 academic year, Teachers of Pre-K will again collaborate with teachers of Kindergarten. By opening these lines of communication, the teachers of both grades are informed about the high expectations set forth in each grade level.

In addition, Pre-K parent forums and workshops are scheduled throughout the year to foster a school-home connection. The workshops inform the parents of what is being taught in Pre-K, what they should expect to see from the students, child development, and how to support the students at home. Parents also receive monthly newsletters to keep them informed of what the students are learning.

For students entering Pre-K in the fall, the families are invited to attend an open house where they are presented with information about the school, the curriculum and CCLS, and services. The families also engage in classroom visitations and receive a tour of the school.

### **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.

- Decision making progress: Coming to a consensus on the common formative assessments that will be used from the optional Assessments in the Fountas and Pinnell Benchmark Assessment System (K-2\_ and the ReadyGEN assessment (formative, performance based assessments, end of unit tests(3-5)
- Based on several units of study teachers select: Quarterly benchmark assessments, Common Core aligned Monthly Unit assessments, In math monthly performance tasks, mid unit check point assessments, weekly/bi-weekly quizzes, and Quarterly instructional projects.

Professional Development in Math includes analyzing baseline and benchmark assessments through an item analysis of skills and standards test, identifying the lowest third, identifying strengths and weaknesses in a class across grades, setting measurable student, group and class goals based on results from assessments, and providing appropriate RTI activities to meet the needs of each student. In ELA professional development includes identifying the DOK levels of PBA's, the formulation of groups within a class to address the multiple entry points, the identification of students in specific subgroups, developing rubrics and looking at student work during the inquiry process

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	434,891.00	x	5a;5b;5c;5d;5e
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	127,164	X	5a;5b;5c;5d;5e
Title II, Part A	Federal	132,960.00	X	5a;5b;5c;5d;5e
Title III, Part A	Federal	17,348.00	X	5a;5b;5c;5d;5e
Title III, Immigrant	Federal	0	X	5a;5b;5c;5d;5e
Tax Levy (FSF)	Local	2,925,538.00	X	5a;5b;5c;5d;5e

#### <sup>1</sup>Explanation/Background:

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

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

**conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 253Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. P.S. 253Q 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**P.S. 253Q** 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- 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>P.S. 253 Queens</u>	DBN: <u>27Q253</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>  </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 type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>  2  </u>
# of certified ESL/Bilingual teachers: <u>  2  </u>
# of content area teachers: <u>  0  </u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:                      Throughout the 2014-2015 school year, P. S. 253 will host a before school and afterschool enrichment program for ELLs. It will start in the middle of January and end at the beginning of April. The before school program will be held on Thursday and Friday mornings from 7 a.m. to 8 a.m. which is 2 hours per week. It will be for ELLs in 2nd grade. There will be 2 classes of students. We will meet in groups of 15. We will group students according to NYSESLAT levels (Beginning, Intermediate and Advanced) as well as F&P levels and Benchmark levels. Therefore, we will provide services to 30 ELL students. The afterschool program will be on Wednesdays and Thursdays each week from 2:20 - 4:15 p.m. There will be 20 sessions with 4 hours each week. The afternoon program will be for ELLs in grades 3 through 4. There will be 15 students in each group in grades 3 and 4. We will group students according to their NYSESLAT levels (Beginning, Intermediate and Advanced). The students will consist of SWD, ELLs (4-6 years) and SIFE. There will be one group of Beginning/Intermediate students in grade 3 and one group of Intermediate/Advanced students from Grade 3 and 4. We will provide intensive instruction to each group and target content and literacy areas that the students need assistance based on AMAOs, NYSESLAT scores, ELA scores, NYS math scores, F and P levels and other benchmark levels. There will be 30 students in the program for grades 3 and 4 and a total of 60 ELLs. It will include 2 ESL teachers with ESL certification. At each session, the ESL teachers will provide instruction to the two groups of students. The program will include math, literacy and content area topics. Differentiated instruction will be used to meet the needs of all levels of students. Some of the strategies include native language support, scaffolding such as modeling, graphic organizers, picture walk discussion, think-pair-share, prompts and sentence starters. We will also use prior knowledge and text representations (transform words into pictures). For the beginners and newcomers, we will use picture walk discussions, native language support and sentence starters. For the intermediate level students, we will use modeling, graphic organizers, think-pair-share and prior knowledge strategies. For the advanced ELL students, we will use graphic organizers, prior knowledge, think-pair-share and text representations as strategies to aid in comprehension and language learning. The language of instruction is English. The following books and materials will be used in the Title III program: Options Comprehension Strategies Kits A and B, Hot Topics and Time For Kids Non-Fiction Readers and Talk About Books. This program is designed to help raise the level of English.

## 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:                      Staff Development will occur once a month for 45 minutes. Teachers will receive professional development instruction from the Literacy/Aspiring Principal, Math Coach and ESL teachers in terms of content taught and strategies used to help the ELLs in the Title III program. One of the professional development sessions will be called, "Strategies for Working with ELLs in Literacy". The presenter will be Gina Pluviose (Aspiring Principal). Another professional development session will be called, "Math strategies for ELLs" which will be presented by Glenda Miller (Math Coach). . All

### Part C: Professional Development

teachers and support personnel working in the Title III program will attend all the staff development sessions. ESL teachers providing Title III services will be trained in ELA and math. ESL study groups will take place to determine best practices and best strategies to meet the needs of each student. Action Plans will be worked on as well.

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

Before the program begins, a meeting with parents will take place entitled, "Afterschool Parent Orientation". Parents will be told about what their children will be doing in the afterschool program, what the children are expected to learn and what parents should be doing at home to help their children. During the program, parents will be invited to attend a workshop in which they will be shown ways to help their children at home. Samples of work that they are doing in each grade will be given out. The second workshop will be entitled, "Helping Your Child at Home". These meeting will be given by the ELL teachers. The parents will be notified of these meetings through letters sent home in their native language and phone calls . The schedule of parent engagement activities will be as follows:

Beginning of January                      Afterschool Parent Orientation                      Ms. Cyd Disler, ESL Teacher/Ms.Jugena Cela,ESL Teacher

Beginning of February                      Helping Your Child at Home                      Ms.Cyd Disler, ESL Teacher/Ms. Jugena Cela , ESL Teacher

Translators will be available to translate into the parents' native language and electronic translation units will, also, be used at these meetings to help support parents. Each parent workshop will be 45-60 minutes.

### Part E: Budget

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials	_____	_____

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

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>27</b>	Borough <b>Queens</b>	School Number <b>253</b>
School Name <b>P.S. 253 Queens</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Phoebe Grant Robinson</b>	Assistant Principal <b>Fred Iorio /Candra Sutherland</b>
Coach <b>Glenda Miller</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Cyd Disler/Jugena Cela-ENL</b>	School Counselor <b>Alberys Walsh</b>
Teacher/Subject Area	Parent <b>Maurice Blackman</b>
Teacher/Subject Area <b>Christina Perez</b>	Parent Coordinator <b>Jean-Marie Fougere</b>
Related-Service Provider <b>Claudia Morris</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Mary Barton</b>	Other (Name and Title)

### C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>532</b>	Total number of ELLs	<b>184</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 <input type="checkbox"/>
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### 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	185	<b>Newcomers</b> (ELLs receiving service 0-3 years)	145	<b>ELL Students with Disabilities</b>	42
<b>SIFE</b>	2	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	37	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	26	0	12	0	0	0	0	0	0	0
<b>ENL</b>	125	2	16	31		8	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	15	8	11	14															0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	26	26	28	25	25	14								0
Chinese	1	2	1	2	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	1	1	0	0	0	0								0
Urdu	0	1	0	0	0	0								0
Arabic	1	0	0	0	1	1								0
Haitian		0	0	0	0	0								0
French		0	0	1	0	0								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Serbian	1			1										0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	19	3	1	2	5	4								0
<b>Emerging</b> (Low Intermediate)	10	11	5	2	3	0								0
<b>Transitioning</b> (High Intermediate)	8	10	8	2	4	0								0
<b>Expanding</b> (Advanced)	10	12	13	10	6	2								0
<b>Commanding</b> (Proficient)		5	2	11	8	9								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	2								0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		5	2	11	8	9								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	7	1	0	0
4	3	7	1	1	0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	11	2	7	1	4	0	0		0
4	5	0	3		2		2		0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	1	1	1	4	0	6	0	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)	0	0	0	0	0	0	0	0
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.  
 The assessment tools that are used to assess the early literacy skills at our school include Fountas and Pinnell, in-house assessments, Estrellita and performance tasks. The data provides insights into the type of instruction, what needs to be taught and what areas the children have mastered. It also tells us which students have not mastered specific skills or concepts and need additional assistance. It provides the teachers with insights into the reading level the students are on at each grade level so the teachers know how many students are on grade level in reading, how many are below grade level and how many are on grade level. It tells us whether students use higher order thinking skills when reading. It also shows which students need more help meeting CCLS. The data shows that most of the ELLs are far below grade level in the beginning and intermediate levels and approaching grade level in the advanced levels of proficiency. In grade 3, the data shows that 14 out of 21 scored a level 1 on the NYS ELA and in grade 3, 13 out of 24 scored a level 1 on the NYS ELA. The data helps inform the school's instructional plan by showing areas of need in the literacy program and helps us target which students need additional intervention. It also shows whether the programs in place are working to meet the students' educational needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The data reveals that most entering and emerging are in the Kindergarten and grade 1. There are only a few beginners in grades 2-5. Grades 2, 3 and 4 have the most transitioning and expanding students on the NYSESLAT. More needs to be done in grades 3-4 to move our students from transitioning and expanding to commanding. This means that for some students we need to focus on vocabulary development, reading comprehension and writing. Other students need to spend more time developing listening and speaking skills. On the NYSITELL, we have very few students in the intermediate proficiency level and a large group in the beginning and advanced levels. This shows us that the children who are new to our school, have different skill levels and that the teacher must address these differences in order to help these children reach proficient levels in English.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Instruction will be based on the needs of each individual student. The NYSESLAT scores and scores on the NYSESLAT modalities help the teacher plan how the content will be taught, which children will be grouped together and how instruction needs to be differentiated. Since we use flexible groupings, the teachers change students in each group based on their skills and current assessments. Students who are proficient in listening and speaking will focus on reading and writing skills. Those students who have not mastered listening, speaking, reading and writing will spend more time improving in all areas. Goals will be set throughout the year to focus on areas the child needs improvements in. The ENL teacher, AIS teacher, classroom teacher, literacy coach, math coach and SETTS teacher(if applicable) will be involved in the process. AMAOs are used to improve instruction for ELLs and to decide which grades and students need additional services because they have not made enough improvements. It also helps to see which grades have made sufficient improvements. The data reveals that students are showing improvements across the grade levels. When we examine our AMAOs, the ELLs at P.S. 253 are making gains from year to year on the NYSESLAT. Since the NYSESLAT levels changed from 2014 to 2015, it is unclear whether we met AMAO 1. In regard to AMAO 2, P.S. 253 met this objective because 28 students passed the NYSESLAT in 2015. This is more than 15% of the requirement.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. The patterns across proficiencies for the ENL program shows that students are making improvements on the NYSESLAT. More students in grades 1 and 2 need to show more progress since they have a high number of transitioning level students. Some ELLs that took the state tests in English did better than those who took it in their native language. ELLs who took the state tests in English as well as those who took the tests in their native language are having difficulties performing well on these tests. The results for the two students who took the math test in grade 3 scored a level 1. We do not have a bilingual program. However, we do have a Dual Language Program at our school but it is only in Kindergarten and Grade 1.

b. Based on the ELL assessments, instruction is tailored to meet the needs of the children who are scoring below level and those who do not make enough progress from the October test to the March test. Goals that were previously set for each child academically are re-examined based on the assessment outcomes. School leadership and classroom teachers use the ELL assessments to drive instruction, differentiate instruction, set up programs in the building, evaluate current methods of teaching and look at additional resources and materials to use.

c. The information that we gather from the periodic assessment shows that vocabulary development and grammar instruction need to be implemented daily. Reading and ESL strategies need to be used to facilitate reading comprehension. Native language is used to help students who are new to the school and are entering on the NYSTELL. The school uses the native language for math instruction as needed. Students are given math workbooks and math textbooks in the native language to encourage comprehension in math. Native language is also used in literacy in grades 3- 5 for students who are new to the country and do not know enough English to read English tradebooks. In the Dual Language Program, Native Language Arts is taught everyday. Math, Science and Social Studies is taught in Spanish every other day.

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](#).]

In order to guide instruction for ELLs within the Response to Intervention framework, the classroom teachers monitor the students at the Tier I level. They provide meaningful lessons, set challenging academic goals and build abilities through dialogue, questioning and sharing ideas. At this level, the teacher uses unit tests, performance tasks, classroom assignments and class participation to determine who needs further assistance. The teachers use the data from these assessments to see which students have not mastered certain skills or concepts and need to be re-taught. On the Tier II and III levels, the ENL teacher, SETTS teacher and AIS teacher provide more targeted instruction and additional academic support to help students. Data such as classwork, checklists, exit slips, class participation, formal and informal assessments in these smaller groups is evaluated to see if the child is progressing successfully with this extra assistance. Classroom teachers work with out of classroom personnel to improve the Tier II and III services. The out of classroom teacher uses different strategies to try to help students master skills and concepts. If the child still does not make any progress, the teacher meets with the School Based Support team.

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

The ENL teacher meets regularly with classroom teachers, clusters and other related service providers to make sure the instructional needs of the ELL students are being met. They receive a list of the ELL students in their class with the students proficiency levels on the NYSITELL or the NYSESLAT. The ENL teacher lets other teachers know about the parents' responses on the Home Language Survey and the parent interview such as how much schooling they had in another country and/or how much English is used at home as well as if the child has someone to help them at home with the homework. In addition, the ENL teacher plays a role in inquiry meetings, staff conferences and grade conferences. The ELL teacher also provides ELL training to the classroom teachers to make sure that the child's second language development is considered in instructional decisions.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
    - English -proficient students are assessed in the target language using the Estrellita Benchmark assessment. Content area assessments in the target language are also given to English Proficient students.
    - The level of language proficiency in the target language for EPs is beginning for the Kindergarten students in the program. Those students who are in first grade should be at an emerging level of proficiency.
    - The EPs have not taken any state tests since the program began last year.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We evaluate the success of our ENL program and Dual Language program by studying assessment data. We look at informal assessments and formal assessments such as the NYSESLAT, New York State ELA exams, New York State Math Exams, NY State Science tests, Acuity, Performance Tasks, MOSL Tests and Fountas and Pinnell Reading levels. In addition, we check to see if we met AYP for the ELLs and our AMAOs.

## Part IV: ELL Identification Process

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

- 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.
  - During the initial contact with the parent and child, the HLIS is administered by either Ms. Cyd Disler, or a trained pedogue who will be present at this time. Cyd Disler's qualifications include being the ENL teacher with an MA in TESOL. After the HLIS is filled out, the ENL Teacher interviews the parent and child separately, orally in English and in their native language. If the parent and child speak another language, a translator is used that is available in the building. Otherwise, the school uses a translator from the DOE Translation Unit. The child is given an informal assessment to see if the child is eligible to be tested on the NYSITELL. If a child had limited formal schooling in their country, the lens questionnaire is administered to see if the child may be SIFE. If interviewer believes that the student may be SIFE, the LENS Literacy and Math assessment is administered. This provides the school with data as to whether this child is SIFE.
 

Furthermore, if the Home Language Survey indicates that a second language is used at home but only some of the time (only 1 or 2 questions are responded to with a second language), other information will also be looked at such as whether the student went to an English speaking school for pre-kindergarten, report cards from the other school and how much time they spent in the other school. The teacher describes the ELL programs available to the parents and the child is given an informal assessment if the parent is interested. Either Ms. Disler or the pedogue is present during this process. If it is decided that the child does speak another language, the NYSITELL is administered by Ms. Disler within 10 days of admission.. If the child speaks Spanish, and scores a level of entering,emerging, transitioning and expanding on the NYSITELL, the student will take the Spanish LAB. They will be given an entitlement letter and the parent will attend an orientation and complete a program selection form. This information is entered on the ELPC screen of ATS within 10 days of admission. We review NYSESLAT scores by looking at the listening, speaking, reading and writing subtests. We print out the RMNR and make graphs of the students performance as a total score by grade, listening, speaking, reading and writing subtests and discuss how the students performed and what areas do the students need to improve and ways that we can achieve these improvements. We will also use the AMAO Toolkit.
- 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).  
When the ENL teacher meets the parents and child at registration, an interview is done with the parent and the child. The teacher looks at the report card from the last school that the child went to in order to determine if the child is a SIFE student. The teacher administers the SIFE Questionnaire to assess the students academic history. The teacher asks questions about how long they went to school, where they went to school, and what grades at school did they complete. An informal assessment is given as well as the LENS literacy and Math assessment. The ENL teacher also uses student work from class as well. This helps determine if this student had interrupted or inconsistent formal education. This procedure needs to be completed within 30 days of enrollment.
- Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification process for newly enrolled students with IEPs includes the ENL teachers speaking with SBST members for a list of new students entering the school with IEPs. From that list, the ENL teachers will determine which students are potential ELLs based on the HLIS and interview with parents and their children. The LPT team will meet to decide which students have disabilities that would affect their abilities to produce language. The language Proficiency Team consists of ENL Specialist, Guidance Counselor, School Psychologist, Assistant Principal, SETTS Teacher, and Speech Teacher.

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.

After the NYSITELL is scanned and the score is determined, the school ensures that the entitlement and non-entitlement parent notification letters are distributed within five school days. The school uses checklists for the students who have been tested and are entitled to ELL services as well as checklists for students that have passed the NYSITELL including the date the test was given. In addition, the date that the letters have been sent out is recorded on the checklist next to each student that received the letter.

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).

Within 5 days, the school will notify parents of their child's ELL status along with their right to appeal the ELL status within 45 days. This is done by sending parents the entitlement letters. The ENL teachers, Ms. Disler and Ms. Cela are responsible for this process. The copies of these letters are kept in the students' cumulative folder and in the compliance binder.

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

The school holds several parent orientation meetings during the first month of school for parents of new students and then, when new students are admitted throughout the year if necessary. The parent coordinator, Mr. Fougere and the principal, Mrs. Robinson play a big part in this process. Cyd Disler and Jugena Cela, the ENL teachers send home the entitlement letters and hold the meeting. This is done within the first 10 days of admission but after the student takes the NYSITELL and scores a proficiency level of entering, emerging, transitioning or expanding. The parents come to the school. The orientation film is shown to the parents at this time. We also provide translators. Written information is given to the parents. Parents and teachers are also at hand to speak about the programs available. The orientation video and meeting with parents is held during the first ten days of admission. The structures that are in place to ensure that parents understand all 3 choices include translators are available to answer questions that the parents may have. The principal and assistant principal are also available to answer questions and deal with parent concerns. Parents can also visit other schools that offer a Transitional Bilingual or Dual Language Program. If parents do not come, the ENL teachers, Cyd Disler and Jugena Cela along with the Parent Coordinator, Mr. Fougere call the parents to come to the school for the meeting. Cyd Disler has an MA in TESOL and NYS certification in TESOL. Jugena Cela has NYS certification in TESOL. The parent outreach and steps followed include sending home the entitlement letters, speak to parents in the school yard in the morning and at dismissal, call parents at home or send Mr. Fougere to the home. In the event that a TBE or Dual Language Program becomes available, parents who previously chose one of these programs as their first choice on the parent choice form will be contacted and notified about the new program.

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

The ENL teachers, Cyd Disler and Jugena Cela, keep a checklist of the names and dates when entitlement letters were sent out. Attendance sheets are also kept for parents that attended the meeting and a list of parents that responded to the survey. Parents are called if they do not attend the orientation meeting. The original copies are stored in the individual student's cumulative folder while a copy is kept in the ENL teacher's (Ms. Disler) binder. If the form is not returned, the parent is contacted about transferring their child to a transitional bilingual program. The continued entitlement letters are also distributed to parents. Continued entitlement letters for students who transferred from another school and do not have a parent choice letter are photocopied and kept on file. A list of students who were sent a continued entitlement letter with the date the letter was sent and a sample form are kept in a binder for those students who have a parent choice letter on file in the school. The school prints out the RLAT from the ATS to determine NYSESLAT eligibility.

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

The ENL Specialists monitor the Parent Survey and Program Selection forms that have not been completed and returned through the use of a checklist. The school sends out the entitlement letters with a date for the parent orientation meeting. Those parents that attend sign in on a sign-in sheet with the date that they came. Their names are marked on the checklist. For those parents that did not attend, the ENL Specialists call these parents and send notes home requesting that they attend the Orientation meeting.

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

The school ensures that the placement parent notification letters are distributed by keeping a copy of the letter sent to each parent as well as a checklist of students whose parents received the notification. The date that the letters were given out is recorded on the checklist.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
A copy of the HLIS, non-entitlement letters and entitlement letters are placed in each students cumulative folder. Another copy is placed in the ENL compliance binder. A checklist is kept for all ELL students to make certain that all documentation is on file and letters have been sent out and parents have returned these letters. The date that these letters were sent is also noted on the checklist.
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 procedure for administering the NYSESLAT includes making a schedule for the testing of each subtest and grade level. Before the NYSESLAT testing begins, a copy of the RLER is printed from the ATS, the list is compared with the list of ELL students in the building receiving Dual Language and ENL services. A list of students taking the exam is kept with a checklist. After each part of the NYSESLAT is taken, the subtest is checked off next to each child's name. If a child has an answer sheet but the name is neither on the RLER nor the list of ELLs, the child's name and ID number are checked on the ATS to determine why an answer sheet was generated for that child. The RLAT is checked to see if this child took the NYSESLAT or NYSITELL. In this way, we can determine if this child should be tested or if he or she received an answer grid in error. The ENL teachers, Cyd Disler and Jugena Cela, administer the NYSESLAT. In addition, after the students are tested, a list of students who were absent during part or all of the administration of the test and make-ups are given. A checklist of names of students who took the NYSESLAT are kept for each section of the NYSESLAT. The names of each child who has a completed answer grid for Listening, Reading and Speaking/Writing is checked off on the checklist.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The school ensures that the continued entitlement and transitional support parent notification letters are distributed by keeping a copy of the letter sent to each parent as well as a checklist of students whose parents received the notification. The date that the letters were given out is recorded on the checklist.
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).  
Based on the parent surveys and program selection forms, the trend in parent choice shows that the majority of parents chose either the ENL program or the Dual Language. In 2015, 14 parents wanted the ENL program, 12 parents wanted a TBE program and 18 parents wanted a Dual Language Program. in 2014 and 25 parents chose the ENL program, 13 chose the DL program and 13 chose TBE. This year, we started a Dual Language Program in Kindergarten and Grade1. The Dual Language Program and the ESL program are in alignment with parent requests. This year, there was not enough parent support for a TBE program. Parents were offered the opportunity to transfer to another school but the parents wanted their children to stay at P.S. 253. We will build alignment between parent choice and program offerings by providing workshops in English and Spanish to help our ELL parents and children and maintaining communication between the ELL parents and the school. The administration uses trends to plan for the future by deciding if the school should hire more personnel who speak English and Spanish, or have bilingual certification.

## 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.

The freestanding ENL program has a push-in/pull -out model for the integrated and standalone services. The ENL program is implemented as per Part 154.2 in that standalone ESL will develop language skills so that students will succeed in content areas. Integrated ESL will build language skills through content areas. The students are grouped together heterogeneously in that there are mixed proficiency levels in each group. The students are also grouped by grade.
  - b. TBE program. *If applicable.*

The school has no TBE program
  - c. DL program. *If applicable.*

The Dual Language Program has mixed proficiency levels (heterogeneous grouping). The bilingual classroom teacher will provide ENL services. As per Part 154.2, standalone and integrated ENL services will be provided during ELA and English content area instruction.
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)?

Students receive 360 minutes per week of ENL for the Entering and Emerging students. These students receive 180 minutes of standalone services by a certified ENL teacher and 180 minutes of integrated ENL services by two individually certified teachers(co-teaching). The transitioning and expanding students receive 180 minutes . The transitioning students receive 90 minutes of integrated ENL and 90 minutes of flexible ENL instruction. The expanding students receive 180 minutes of integrated ENL. The commanding students will receive 90 minutes of ENL services. These services are built into their daily schedules. HLA is taught in our Dual Language Program
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
  3. In the ENL program, all content areas are taught in English using current approaches and methods. We use a hands on, visual and auditory method in order to include all 4 modalities of learning(listening,speaking, reading and writing). Language Experience Approach, Total Physical Response, Q-TEL, Culturally and Linguistically Responsive Core Instruction and CALLA are also methodologies that are used to foster language development and meet the demands of Common Core Learning Standards. The ESL program uses English to teach the students. ReadyGen, Time for Kids, Hot Topics and Comprehension Strategies Kit as well as Go Math are used to teach the ELL students content area knowledge, concepts, literacy and thinking skills.

In the Dual Language Program, the core content areas are taught in both English and Spanish. Instruction is alternated each day between Spanish and English. The lessons build on each other each day. The ENL strategies that are used include SIOP, Q-TEL, Language Experience Approach, CALLA and Linguistically Responsive Core Instruction. The Bilingual approaches and methods used are linguistic modification, extra-linguistic cues such as visuals, props and body language, cooperative learning strategies and thematic approach.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Students who come to school for the first time are given the Spanish LAB after they are tested on the NYSITELL and are entering,emerging, transitioning, or expanding. Native language tests for students are made available when needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

P.S.253 ensures that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by administering informal assessments, class participation, written work, Fountas and Pinnel reading levels, Kindergarten-grade 2 Fountas and Pinnel Diagnostic Options( Early Literacy assessment and Sight Words), running records, end of unit tests, MOSL tests, ELL Assessments, NYSESLAT scores and performances tasks. We also use authentic assessments in the modalities of listening and speaking. Students are constantly engaged in academic conversations in small groups to encourage and support academic language and higher order thinking. Teachers meet during inquiry periods each week and discuss student work. P.S. 253 ensures that ELL students are evaluated in all modalities by keeping a binder of student data for each child listing the students scores on rubric based assessments, NYSESLAT/NYSITELL scores and record of interactions with students.
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
- 6a. SIFE students would be given individual instruction using phonics instruction, grammar, developing listening skills along with reading and writing. Number sense and basic math skills would also be part of the daily curriculum.
- 6b. Students receiving services for less than 3 years would receive instruction in oral language skills, writing, reading and developing listening skills. ELLs taking ELA tests would require instruction focused mainly on reading, reading comprehension, answering questions and writing.
- 6c. Our plan for ELLs receiving service for 4 to 6 years would focus on vocabulary building, reading comprehension, writing skills and listening skills and developing speaking skills. We also provide these children with a great deal of reading materials of different genres. ESL strategies will be used such as CALLA and Q-TEL.
- 6d. Our plan for long term ELLs includes receiving intervention services both in and out of the classroom. After school enrichment programs along with classroom instructional plan of action that is tailored to the students' needs. The student will be provided with a variety of reading materials from different genres. We will provide strategies to develop comprehension and language acquisition.
- 6e. Former ELLs(in years 1 and 2 after testing proficient will receive additional ESL intervention in the classroom. These students will be given additional literacy and content area support for 2 years. They will attend the after school program for enrichment. and AIS support. The students will, also, have an instructional plan of action to help them. They will also receive testing accommodations for 2 years. These accommodations are time and a half on all New York State tests.
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 that have been re-identified as ELLs or non-ELLs, the schools ensures that the academic progress has not been adversely affected by the re-identification process by having an instructional academic plan for these students to make certain that they are receiving the assistance that they need to succeed in class. These students will also receive AIS services if necessary. ENL teachers will follow-up with classroom teachers to find out how these students are progressing in class.
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?
- ELLs with special needs are provided with plenty of visuals and dramatized reading material. Total Physical Response methodologies building academic vocabulary, simplifying content and concept knowledge are ways to provide access to academic content and accelerate English language development. The technology that is used to help these students includes Smart Boards, CD players and computers. The ENL teacher meets with the School Based Support Team and the Assistant Principal and/or the Principal to make sure ELL-SWDs get the correct ELL services. In some cases, a Bilingual Assistant helps the student in class throughout the day. The ELL- SWDs use the same materials and do the same work as the mainstream students. However, the tasks and assignments are differentiated based on the student's abilities and on the IEP. Some students may need simplified instruction using only one or two words while others may need simpler language or have the task broken down into smaller components. Furthermore, multiple intelligence problem solving strategies are also used by teachers to promote academic success. These strategies include linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal and naturalistic. In addition, the ELL-SWDs use the grade appropriate ReadyGen program for ELA instruction and Go-Math is used for math instruction. The students in the Dual Language program and the newcomers are provided with Spanish Go-Math b books. During math instruction, student use manipulatives to foster concept development. Students who have difficulties understanding specific math concepts and given special re-teach worksheets. Those that do master a concept are given work on a higher level to promote application of the concept.
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?
- Our school uses curricular, instructional and schedule flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment through Saturday School, afterschool programs, small group instruction, trips, special events like Field Day, lunch time and recess. The ELL-SWD are in the same classess with the mainstream students in Saturday School , afterschool programs and in small group instruction. P.S. 253 ensures that flexible programming is used to maximize time spent with non-disabled peers through meetings between the general education teachers, special education teachers, the out of classroom teachers, SETTs teacher and School Based Support Team as well as the administration. At lunch time, ELLs -SWDs eat at the same tables and at the same time as the non-disabled students. They also play together at recess. By encouraging mainstream children to interact with ELL-SWDs, we are able to help these children achieve their IEP goals. :

Chart

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

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

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

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

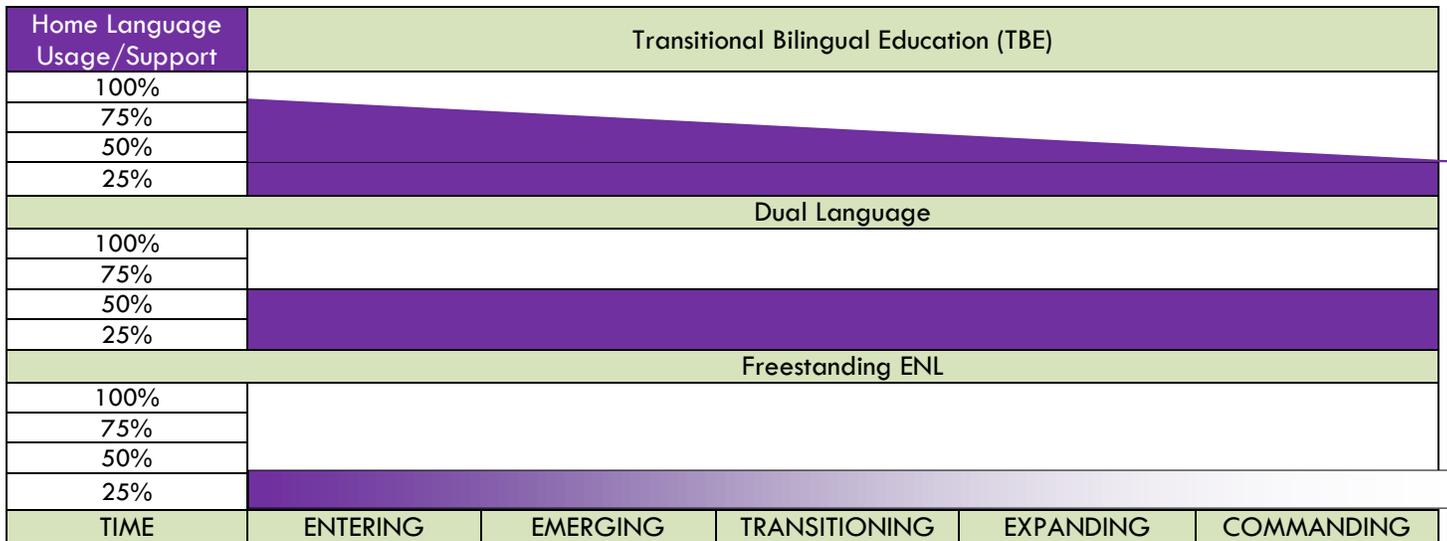


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
10. Our intervention plans for ELLs include AIS (Academic intervention services) and RTI (Response to intervention). There are after school programs to work with students in grades 3-5 who are performing at Level 1 in math and/or literacy. These ELL students are entering, emerging, transitioning, and expanding students who are below level on assessments, performance tasks and state tests. Our math and literacy specialists are very active and provide small group instruction for students who need additional support. Modeling strategies are used in Math, Literacy, Science and Social Studies. Other interventions include instructing students in academic language and writing non-fiction pieces. Differentiating instruction, simplifying language, simplified reading materials, using graphic organizers and pictures are also used in targeted intervention programs.
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 program is effective and meets the need of our ELLs in both content and language development because our ELL students have shown improvements on the NYSESLAT, NYS ELA and Math tests as well as performance tasks and in house assessments. By analyzing our NYSESLAT scores, we see that most students moved up a proficiency level from 2013 to 2014. In 2014, 12 students passed the NYSESLAT. In 2015, 34 ELLs passed the NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?  
11. For the next school year, we plan on continuing after school enrichment. The data to support these programs includes binders that show progress and scores on the assessments. In 2014, we started a Dual Language program in Kinderagarten. In September 2015, we added a new Dual Language class in Grade 1 to provide support to the ELLs.
13. What programs/services for ELLs will be discontinued and why?  
No programs or services will be discontinued for ELLs since the children have shown improvements in all academic areas.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All students are welcome to join in any activities that the school provides. The classroom teachers, ELL teachers, Administration and Parent Coordinator send translated letters home telling parents about the programs and calling parents to encourage them to send their children to these programs. Signs are posted outside the school as well. There are specific programs tailored to the needs of the ELL population. The school offers an afterschool program for grades 1 to 5. The RTI program is also available for those students who need academic support services. The goals of these programs are to help the student in literacy, math and content area subjects through the use of supplemental activities and materials designed to improve the student's knowledge base and improve strategies to decode words, solve mathematical problems as well as improve comprehension in reading and academic language. Other services include Free Airways for asthma students, programs with the guidance counselor and parent coordinator, career day, and special performances in the auditorium.
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.  
Currently, we are using the Spalding phonics program, ReadyGen and Go Math. We also have On Our Way to English, ESL series, Mondo, Focused Reading Intervention Time for Kids Non-Fiction Readers and Hot Topics. Houghton Mifflin Social Studies Series, Science Harcourt curriculum, Journey Reading series for grades 3-6, and Spelling books. In terms of technology, the students use computers and Smart Boards. They research subjects on the internet. They play internet games that reinforce math and literacy skills.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language is used in ENL classes on a need basis. Spanish story books and Spanish content area books are available in classrooms where there are ELLs. Math worksheets are available to students and teachers to assist non-English speaking students. There are also English/Spanish picture dictionaries to assist these students as well. For The Dual Language Program, we use Estrellita phonics and tradebooks in English and Spanish. We, also, use Spanish math books. At present, we do not have a transitional bilingual program. If we did, we would have story books in the native language as well as content books in the native language. This would help students learn to read and further their concept development in their native language. Language arts books would also be needed to assist in NLA.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The support services are based on student needs, assessments and teacher input. Teachers, Administrators and other personnel take into consideration the students age and grade level in deciding whether an ELL student needs additional support services and which ones they need developmentally.
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).

Parents and students are given a tour of the building. They also have the opportunity to meet with the ENL teachers, support staff, Administrators and parent coordinator to express any concerns or needs before the child comes into the building.:

19. What language electives are offered to ELLs?

**We do not offer language electives.**

20. For schools with dual language programs:

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

a. The Dual Language model that our school uses is self- contained. Fifty percent of the instructional day is in Spanish and fifty percent of the instructional day is in English.

b. Math, science and social studies are taught in both languages.

c. Each language is separated for instruction by using English for the first half of the day and using Spanish for the second half of the day. Also, the room is divided into two sides. There is a Spanish language side and an English language side.

d. Both languages are taught at the same time

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1. Professional development at our school for ELL personnel include attending ELL meetings in Queens region as well as meetings held at P.S. 253. Training is given to teachers of ELLs and non-ELLs, guidance counselor, paraprofessionals, Assistant Principals on the topics of how children become ELLs, NYS standards and mandates, language acquisition theory, ESL methodologies and strategies such as LEA, TPR, CALLA and Q-TEL, strategies to help students in math, tips for helping ELLs with the CCLS in the classroom, RTI for ELLs and NYSESLAT testing and data evaluation. The ENL teacher provides classroom teachers with strategies and insights so that the ELLs students in the class can master common core standards. These professional developments are done during staff development days such as Election day, and Brooklyn Queens Day. It is also done during grade meetings and during faculty conferences. The calendar for the professional development is

October 1, 2013- How do students become ELLs?  
November 5, 2013 Strategies and Research in ESL  
December 2, 2013 NYS standards and mandates  
January 6, 2014 Language Acquisition Theory and ESL Methodologies  
February 3, 2014 ELLs and the NYSESLAT  
March 3, 2014 RTI for ELLS  
April 1, 2013 Tips for helping our ELLs with the CCLS  
June 12, Data for the ELLs

Attendance is taken for these meetings and agendas are given out.
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?

The professional development that is offered to teachers of ELLs in supporting ELLs as they engage in CCLS includes providing insights and strategies to help students answer questions, comprehend information taught as well as ways to provide help to those who have difficulties learning concepts. These professional developments include how to teach children to answer different kinds of questions, what information is needed to answer certain questions, simplifying language and text and vocabulary development. These activities help teachers provide support to ELL students in class because the teachers have strategies to help students master the material taught and assist students in developing academic language. By doing this, students will be able to succeed in the Common Core classroom because they will have strategies that the teachers have given them.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The support that we provide to staff (teachers and guidance counselors) to assist with the transition from elementary to middle school includes data on students and Portfolio assessments as well as binder assessments. The staff also has access to the ARIS link. The teachers and parent coordinator are also supported by the school leadership when dealing with parents who have difficulties with the process of applying to middle school and finding the right middle school for their child. The guidance counselor is given professional development on the NYSESLAT and reading the NYSESLAT scores from the ATS as well as information on ARIS for the ELL students. The ENL teachers also meet with guidance counselor to explain potential difficulties ELL parents and children may have in going to middle school and finding the right middle school. The guidance counselor provides professional development to appropriate staff members regarding application process, local middle schools and the requirements as well as concerns parents may have.
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.

15% of total hours of ELL training for all teachers and 50% hours for Bilingual Education/ ENL teachers will include in-house PDs, District workshops and DELLS Citywide workshops. Teachers and paraprofessionals will be provided with professional development on the process of becoming an English Language Learner, NYSITELL and NYSESLAT testing, the new CR-Part 154 Second Language Acquisition Theory, Strategies and Methodologies in ESL, Programs for ELLs, helping students meet the CCLS, and data for the ELLs. During professional development, teachers will share experiences and strategies that were successful in their classrooms. Teachers will brainstorm strategies that will further assist their ELLs. This is done on Staff Development days and grade meeting and conferences. Attendance sheets and agendas will be kept on file for all in-house staff workshops. A spread sheet will be kept of teachers and professional development that they have attended as well as the number of hours that they have complete and the number remaining hours needed.

### 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 school provides annual individual meeting with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results and language development needs by calling parents and sending home notices in their home language. Translators are available at the school as well as the DOE translation unit.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

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

See Below

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

See Below

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

See Below

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

1 - 6. Parental involvement is an intricate part of our community. Throughout the school year, the school holds workshops and events that allow for parents to come into the building and take part in classroom and school based activities. PTA meetings are held in the evening. Workshops include literacy and math night, and game night. Workshops are also held during the school day and night to help parents with homework, parent volunteer training, ELL orientation, ELA information, State Math information and programs and services to assist children. The school also partners with agencies such as the Addabo Clinic to provide services to parents of the ELL population. The school also has Project Hope to help students who were affected by Hurricane Sandy. We evaluate the needs of the parents through meetings arranged by the parent coordinator and the PTA. Various forms, surveys and tools are used to evaluate parent needs. The Parent Coordinator uses online Parent Need Surveys and the Parent Survey from Lee Cantor's Parents on Your Side Administrator Guide. Letters sent home are translated so that information is clear to all of our parents. Parent needs are also based on teacher input. We address parental involvement activities based on the classroom instructional curriculum. These include holiday and special celebrations. Parents are always welcome to come in and assist within the school setting. Translation services are available in the school through teacher and staff members that speak that particular language as well as through the DOE translation unit. Letters to the parents and school calendars are translated into applicable languages based on the Home Language Surveys that were filled out at registration. We also have parents who translate during PTA meetings. The Parent Coordinator plays an important role in the school in that he holds meetings and workshops to help parents meet the educational, physical and psychological needs of their children. He gives out surveys, and checklists to see what areas parents need workshops to improve their knowledge and coping skills. He also meets with parents who are having problems with teachers or school staff and tries to work out these issues. :

### 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: P.S. 253Q

School DBN: 27Q253

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)
Phoebe Grant Robinson	Principal		11/1/15
Fred Iorio/Candra Sutherland	Assistant Principal		11/1/15
Jean Marie Fougere	Parent Coordinator		11/1/15
Cyd Disler	ENL/Bilingual Teacher		11/1/15
Maurice Blackman	Parent		11/1/15
Christina Perez	Teacher/Subject Area		11/1/15
	Teacher/Subject Area		11/1/15
Glenda Miller	Coach		11/1/15
	Coach		11/1/15
Alberys Walsh	School Counselor		11/1/15
Mary Barton	Superintendent		11/1/15
	Borough Field Support Center Staff Member _____		11/1/15
Jugena Cela	Other <u>ENL Teacher</u>		11/1/15
	Other _____		11/1/15
	Other _____		11/1/15

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **27Q253** School Name: **P.S.253Q**  
Superintendent: **Mary Barton**

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

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

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

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

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

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

P.S.253 uses different methodologies and data to assess language preferences of the parent community including Part III of the Home Language Survey, student emergency contact cards ATS reports and informal surveys conducted at our school.. The languages other than English include Spanish, Haitian Creole, French, Bengali and Chinese. All communications to parents are translated into their home languages by support personnel who read, write and speak the appropriate languages. Home language is determined at the time the child is registered for the first time at our school through the use of the Home Language Survey. The ESL teacher or a pedogue determines the primary language by responses on the survey and through an oral interview. Records are kept in the office of each parent's primary language.

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

The parents' preferred languages for both written and oral communication are Spanish, Arabic, Bengali, Urdu, 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.)

The following documents that require translation at our school are monthly calendars, PTA meeting notifications, newsletters, handbooks, parent-teacher conference announcements, after-school information, New York State testing dates, student curriculum information, letters from the principal and teachers, and school discipline code information.

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

Our school will have several face-to-face meetings with parents throughout the school year. These include Back to School Night in September, parent-teacher conferences in November, March and May, ELL Workshops in December and March, Middle School Meetings for Grade 5 in the fall as well as NYS ELA and Math Informational meetings in March.

## **Part C: Providing Language Assistance Services**

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

P.S.253 Q will meet identified translation needs indicated in Part either by using the translation unit from the Department of Education website or in-house translations by staff members. Communications at PTA meetings are done by bi-lingual parents or staff members that attend the meetings. All parents are informed in their native language so that all parents are part of the community. In addition, a welcome sign in a variety of languages is present at the entrance of the school to make everyone feel at home at P.S. 253. There are also signs inside and outside the building in different languages giving parents information about events and important dates.

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.

The school will meet identified interpretation needs indicated in Part B through the use of over-the-phone interpreters via the Translation and Interpretation Unit or in-house by school staff who speak the parent's native language.

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

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

Our school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation services through the Translation and Interpretation Brochures, language ID Guides, as well as Language Palm Cards distributed at staff meetings and e-mails.

## **Part E: Providing Notice of Language Assistance Services**

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

### Checklist of Notification Requirements

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

Chancellor's Regulation A-663 deals with establishing procedures for making certain LEP parents are given opportunities to participate in and have access to services that will benefit their children. This is accomplished at our school by identifying students and parents who speak another language through the registration process which involves parents filling out the Home Language Survey. An interview is also conducted with the parent and the child at this time. Primary language is determined within 30 days of admission to the school. Records are kept in the office of parents who need translated copies of school calendars, notices, letters, and important school notifications. P.S. 253 provides and distributes important information in "covered languages" relating to registration, and selection, standards and performance, safety, conduct and discipline, placement in Special Education, ELL or non-standard academic programs as well as for transfers and discharges. The Parents' Bill of Rights is given out to parents in their native language and explained in their native language as well. There are translators in the school and through the DOE Translation Unit that are always ready to help parents. Outside agencies in the community are also available to help non-English speaking parents who require services as well.

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

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

The mechanisms that P.S.253Q uses to gather feedback for parents on the quality and availability of services include parent surveys.