

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X053

School Name:

P.S. 053 BASHEER QUISIM

Principal:

COLLIN WOLFE

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: P. S. 53X – The Basheer Qusim School School Number (DBN): 09X053
Grades Served: Pre-K-5
School Address: 360 East 168 Street, Bronx, New York 10456
Phone Number: (718) 681-7276 Fax: (718) 681-7279
School Contact Person: Nicole A. Thomas Email Address: nthomas7@schools.nyc.gov
Principal: Collin M. Wolfe
UFT Chapter Leader: Victoria Walters
Parents' Association President: Mariana Romero
SLT Chairperson: Helen Karounis
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Mary Torres
Student Representative(s):

District Information

District: 09 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 1245 Washington Avenue, Bronx, New York 10456
Superintendent's Email Address: lrosario2@schools.nyc.gov
Phone Number: (718) 579-7143 Fax: (718) 410-7017

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Collin M. Wolfe	*Principal or Designee	
Victoria Walters	*UFT Chapter Leader or Designee	
Mariana Romero	*PA/PTA President or Designated Co-President	
Gloria Martinez	DC 37 Representative (staff), if applicable	
Mary Torres	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	
Hayla Myers	Member/Teacher	
Ana Betancourt	Member/Teacher	
Zelfa Sinclair	Member/Teacher	
Karen Belgrave	Member/Teacher	
Helen Karounis	Member/Teacher	
Maricela Villa	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Cristina Santos	Member/ Parent	
Maribel Rojas	Member/Parent	
Lorena Contreras	Member/Parent	
Cristina Atariguana	Member/ Parent	
Carmen Lantigua	Member/ Parent	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 53X remains one of the larger elementary public schools in the Bronx; it currently enrolls 1,321 students in Grades Pre-k through 5. This school year, we have grown from two half-day Pre-K classes to three full-day Pre-K classes. Our mission is: "Excellence in Teaching and Learning." Our vision reflects our beliefs that - "Every child enrolled in P.S. 53X will: read, write and perform mathematically on or above grade level at the completion of each school year." There are several systemic practices which have been implemented based on our beliefs and goal of augmenting our instructional program. We have instituted an "A-day and B-day" model that equalizes the teaching of literacy and mathematics. In tandem, there is a uniquely designed instructional framework that focuses on teaching and learning. Our fifth grade is currently departmentalized, which prepares students for middle school. There are extended weekly academic programs to provide students with additional academic support, beyond the regular school hours. The extended weekly programs include After-school, Saturday, Morning ELL, and Holiday Academies. At P.S. 53X, we currently have a music program partially funded by 'Music and the Brain.' Lastly, the student population is represented by our Student Council.

In our effort to support teachers and increase collaboration, there are several initiatives which have been implemented. There is a monthly breakfast program for staff. A weekly 90-minutes block of time is allocated for grade-alike instructional planning. This is facilitated by a deliberate congruence in daily preparation period schedule according to grade designation. Lastly, teachers elect professional development activities, on Monday afternoons, which are presented by their peers, in cyclical modules. We were the 2014 recipient of the United Federation of Teachers (UFT) Partnership Award. We are also the recipients of two large technology grants from the New York City Council. In support of our parents, weekly ESL classes are conducted for parents. Our affiliation with community-based organizations includes: the Boy Scouts of America, City Harvest and Wellness in the School (WITS). In collaboration with WITS and City Harvest, we offer cooking classes for both parents and students.

The preliminary Framework for Great School Report 2015 indicates that there are strengths in: program coherence, school leadership, instructional leadership, reflective dialogue and social-emotional measures. Despite, having made progress in the areas of trust and strong family-community ties, the school will continue to focus on these areas and strengthen our efforts in building resounding relationships with the larger community.

09X053 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1309	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.2%	% Attendance Rate		88.9%	
% Free Lunch	90.3%	% Reduced Lunch		2.5%	
% Limited English Proficient	27.7%	% Students with Disabilities		16.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.1%	% Black or African American		35.5%	
% Hispanic or Latino	62.7%	% Asian or Native Hawaiian/Pacific Islander		0.9%	
% White	0.8%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	12.34	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.6%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.27	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	17.0%	Mathematics Performance at levels 3 & 4		32.1%	
Science Performance at levels 3 & 4 (4th Grade)	85.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		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				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Whereas the most recent New York State English Language Arts preliminary test results indicate that we have an increase in the number of students who have met promotional standards in comparison to last year’s data, we will continue to build on our focus area of making explicit and inferential statements from literary texts as required by Reading Literature Standard 1. The second focus area is that of Reading Literature Standard 3, which requires students to use key details to describe characters, their motivations, and their change over time and impact on the plot. There is a need to continue implementing rigorous curricula with keen attention given to Reading Literature Standards 1 and 3 as well as the Common Core Learning Standards Instructional Shifts. This dual focus will facilitate improved student performance on the prioritized Common Core Learning Standards and across other Reading strands.

Part 2 – Annual Goal

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

Enhance students’ ability to: read, write, and manipulate complex literary materials.

- By June 2016, the percentage of students in Grades 3-5 performing at Levels 3 and 4 in reading will increase by 3% as measured by internal assessments such as simulation tests, unit tests and summative assessments. In tandem, 75% of the students in Grades K-2 will demonstrate proficiency in using inference to deepen comprehension of materials read and in critical thinking skills, as measured by internal benchmarks, such as the DRA2 and Common Core Standards-aligned Performance Tasks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Professional development to support the school-wide implementation of the “ReadyGen” program with emphasis on addressing the priority standards and the strategic use of the program to support English Language Learners and Special Education students. Professional development opportunities will include: unpacking the priority Common Core Learning Standards (CCLS) in school wide and grade level meetings, analyzing the Annotated Questions from the 2014-2015 test, released by the state, to gain insight on the requirement of the respective standards at each grade level, developing questions and prompts aligned to each of the priority standards and determining research-based strategies for supporting all students including English Language Learners and Students with Disability to master each standard.</p>	<p>Teachers and Paraprofessionals (K-5)</p>	<p>September 2015-June 2016</p>	<p>Principal Assistant Principals Achievement Coaches</p>
<p>Work collaboratively to analyze student work and data from assessments that address the priority standards. Adjustments will be made to subsequent units and to the professional learning opportunities, as needed. Appropriate goals and intervention/enrichment action plans will be created and implemented for groups of students and individual students. Information on student progress, performance and next steps will be shared with parents.</p>	<p>Students Parents</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals Teachers</p>
<p>The school offers parent workshops including ESL, GED and computer studies. Townhall meetings, “Back to School Night,” parent teacher conferences, Title I meetings, Spring Fair and other parent meetings are held to inform parents of the learning objectives, goals and initiatives of the school and to provide resources to help them support their children in meeting their learning targets. We have also established a school website to further augment our communication and outreach to parents. A parent-student handbook outlines our ethical and social guideline for our students and families here at P.S. 53X. Additionally, a</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Principal Assistant Principals Achievement Coaches Teachers</p>

monthly parent newsletter is sent home with the instructional foci for each grade.			
Facilitation of various forms of professional development activities include interclass visitations, 'Lunch-and-Learns,' and teacher team meetings, just to name a few. Educational consultants will focus on providing professional development on Grades Pre- K – 2, as well as to augment similar services on Grades 3 – 5.	Teachers	September 2015-May 2016	Achievement Coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Administrators will supervise the administration of baseline, mid-line and end-line assessments. • Administrators will coordinate the delivery of professional development at faculty conferences and grade team meetings. • Administrators will coordinate service delivery for the coach and consultants. • A weekly double period is scheduled in the school’s program of organization to promote professional development for teachers and time for them to engaging in Inquiry work in grade-alike cohorts. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> • By October and on an ongoing basis, all teachers will participate in professional development on the use of the ReadyGen resources and all baseline assessments will have been administered. • By November and on an ongoing basis, all teachers will have participated in professional development on integrating text-based answers and writing from sources in planning and in lesson delivery and will have unpacked the prioritized standards, related released questions and relevant strategies. Targeted instructional practices will emerge and continuously improve across classrooms. • By February 2016, with the use of multiple agendas, attendance sheets and other measurable artifacts such as samples of rubrics and checklists, we will be able to demonstrate 70% teacher consistency surrounding the fruits borne from the weekly teacher team meetings as outlined above. • By February 2016, 70% of all teachers' pedagogical practices will reflect an inherent utilization of the data derived from these meetings. 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

Based on the comprehensive assessment conducted in June 2015, with respect to teachers' commitment to the success and improvement of their classrooms and school, there is a need to increase teachers’ capacity and effectiveness in analyzing students’ work and in developing lessons which reflect the instructional shifts with an emphasis on text-based answers and academic vocabulary embedded in classroom discussions and student artifacts. The analysis of data is essential for effective planning and effectuating meaningful instruction. Data analysis will allow pedagogues to identify students’ strengths and weaknesses. Arising from this analysis, the following actions are being taken: (1) teachers are organized in grade-alike teacher teams for the purpose of instructional planning and pedagogy, as well as to review student-generated artifacts with the scope of enhancing their performance, (2) 90-minutes are allocated for planning and review of student-generated work each week, (3) the review of student work is done with rubrics and checklists, and, (4) teachers also review data generated from internal and external assessments that are used to modify instruction and grouping patterns within individual classrooms. On Monday afternoons during the professional development period, teachers are given an opportunity to review systemic practices in English Language Arts and mathematics on a vertical platform so that the trajectory of teaching and learning can be synchronized on all grades, Pre-k through 5. There are monthly breakfasts which allow teachers on all grades to meet, socialize and network as a means of enhancing the climate and culture of our school. These approaches have begun to generate measurable and observable results in keeping with the design of this plan.

Part 2 – Annual Goal

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

By June 2016, all teachers will be engaged in horizontal teacher teams with the focus of implementing instructional strategies that support students’ engagement in rich and rigorous evidence-based conversations about text and in writing that emphasizes the use of evidence from sources to inform or make an argument.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All academic staff will meet in weekly grade-alike cohorts and conduct inquiry work centered around phonemic awareness, fluency, automaticity as key components of successful reading. Teacher team work will include cycles of: (1) examining and analyzing student work to determine student progress in the mastery of the standards and targeted shifts, (2) crafting lessons with the shifts and supports embedded to support student achievement, and (3) review of formative and summative tasks to determine rigor and alignment to the standards and targeted shifts.</p>	<p>Grades K-2 Teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals Achievement Coaches</p>
<p>Teacher teams will meet weekly and conduct inquiry work within the domain of reading. Teacher team work will include cycles of: 1) examining and analyzing student work to determine student progress in the mastery of the standards and shifts, (2) crafting lessons with the shifts and supports embedded to support student achievement, and (3) review of formative and summative tasks to determine rigor and alignment to the standards and shifts.</p>	<p>Grades 3-5 Teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals Achievement Coaches</p>
<p>A central Inquiry Team comprising of teacher representatives from each grade (K-5) along with supervisors, coaches and enrichment teachers is assembled. The team will meet weekly for the purpose of school wide planning and goal setting .</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals Achievement Coaches</p>
<p>The current PS 53X website provides parents and the community at large with information regarding the curricular, enrichment and extended day programs in the school. Specific academic areas in need of improvement or additional reinforcement will be communicated via parent conferences. Monthly parent bulletins will be distributed to inform parents about the instructional foci in reading and mathematics from Grades Pre-k through 5. Parent workshops will be held to inform parents on how to interpret the data with respect to their children.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals Achievement Coaches Teachers</p>

Part 4 – Budget and Resource Alignment

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

- Administrators will provide professional development on unpacking the standards, the shifts and the measures of rigor.
 - Administrators will provide guidance to the grade conveners and provide feedback on the efficiency of the grade teams' processes.
 - Coaches will support grade teams in the process of examining and analyzing student work, crafting lessons with the shifts and supports embedded and reviewing and revising formative and summative tasks to determine rigor and alignment to the standards and targeted shifts.
 - Computers and smart boards are allocated for each grade, and are available for teachers to access relevant students' data as part and parcel of this Inquiry work.
 - Teachers are identifying subgroups of students and are targeting and monitoring their progress in literacy for school-wide Inquiry study. Provisions are being made for multiple points of entry for each subgroup during instruction.
- Each grade representative from the central Inquiry team will spearhead the Inquiry work during the monthly 100-minute period. This will be further augmented by a school wide focus on collaborative inquiry led by the school's principal, during several Monday afternoon professional development sessions.
- An assistant principal funded by Tax Levy is designated to supervise data and facilitate the central Inquiry Team. Achievement coaches as well as grade conveners funded by Title I and Tax Levy allocations also facilitate teacher teams on the grade levels.

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

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

Part 5 – Progress Monitoring

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

- By November and on a continuous basis, all teachers will receive professional development on integrating the instructional shifts in planning and in lesson delivery and professional literature, which supports the inquiry work, have been acquired and given to teachers.
- By January, 60% of grade teams will have a structured approach for examining and analyzing student work and data as well as making instructional adjustments accordingly.
- By June, all grade teams will have a structured approach for examining and analyzing student work and data as well as making instructional adjustments accordingly.
- At the end of each unit, teachers are able to articulate students' strengths and weaknesses.
- For the baseline, mid-line and end- line assessments, the central Inquiry team will identify subgroup, class, grade and school trends and respond accordingly.
- Ongoing feedback to teacher teams on the processes of analyzing student work, revising tasks and determining success or efficiency of strategies implemented.
- Continuous improvement in students' performance as indicated on successive end-of-unit and periodic 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 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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

The most recent 2014-2015 Environment Survey indicates that the morale is increasing for the segment of teachers who were experiencing a decline due to increased accountability, as demanded by the Common Core State Standards. However, it is essential to continue shaping our school climate and culture by engaging staff in a variety of team building activities throughout the year.

Part 2 – Annual Goal

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

By June 2016, faculty, students and parents will engage in team-building activities and there will be an appreciable improvement in the stakeholders’ perception about the school climate, as measured by the Environment Survey and collaborative initiatives; thereby improving school climate for the various stakeholders.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Facilitate a climate committee led by faculty members.	Teachers	September 2015-June 2016	Principal Assistant Principals Teachers
Empower teachers to assume leadership roles for the portfolio of professional development.	Teachers	September 2015-June 2016	Principal Assistant Principals
Support parents through ESL classes, 'Town-hall' meetings and newsletters .	Parents	September 2015-June 2016	Principal
Facilitate Student Council	Students	September 2015-June 2016	Principal Assistant Principals Teachers

Part 4 – Budget and Resource Alignment

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

- Faculty members meet and organize functions and activities in which staff members, parents and students are engaged.
- Administrators facilitate the various committees and events.
- Parent Association and School Leadership Team collaborate and coordinate parent events.
- The climate committee will meet monthly to coordinate events.
- Grade leaders will have an opportunity to collaborate with their colleagues on a weekly basis through common preparation periods.
- A series of Monday afternoon professional development series will be facilitated by teachers.

- The ESL classes will be conducted by a staff member.
- ‘Town Hall’ meetings will be facilitated by faculty members and administration.
- Staff members will facilitate the Spring Fair, Kindergarten Carnival as well as other parent and community events.

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

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

Part 5 – Progress Monitoring

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 September, monthly breakfasts are held for staff members.
- By October, monthly birthday celebrations are conducted for staff members.
- By January, Teacher-of-the-Month Awards for attendance and or performance are established.
- By June, the annual Teachers’ Appreciation Luncheon will occur, where special awards are given to faculty members.
- By June, the Spring Fair for the entire school community will be held.
- By June, students participate in their annual Sports’ Day event.
- By June, the school will hold its Math Expo, Science Fair, and Literary Fair.
- The principal will host two Honors’ Assemblies during fall and spring.
- Conduction of quarterly ‘Town Hall’ meetings with parents.
- Teachers appointed as grade leaders.
- By January, school-designed survey pertaining to school climate will be administered.
- By March, the second school-designed survey pertaining to school climate will be administered.
- Teachers conduct school-wide professional development series on Monday afternoons, based on survey and faculty interests.
- Student cooking labs are conducted throughout the school year by WITS and City Harvest personnel. By September, teacher surveys will have been distributed, completed and analyzed.
- By September, celebrations will have been commenced.
- By October, ESL classes and ‘Town Hall’ meetings will have begun.
- By October, all teachers will have whole group and small group professional development on the components of the Advance initiative.

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

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • 2014-2015 Summative Data • 2015 Baseline Data • Classroom Observations • Unit Assessments 	<ul style="list-style-type: none"> • Leveled Literacy Intervention • Voyager • Wilson/ Foundations • Foci: Reading Comprehension 	Small group, one-to-one, pull-out	Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.
Mathematics	<ul style="list-style-type: none"> • 2014-2015 Summative Data • 2015 Baseline Data • Classroom Observations • Unit Assessments 	<ul style="list-style-type: none"> • Use of manipulatives • Envision Intervention/ Math Games • STARS, STAMS, CAMS, Ready • Resources • Foci: Numeracy and problem solving 	Small group, one-to-one, pull-out	Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.
Science	<ul style="list-style-type: none"> • 2014-2015 Summative Data • 2015 Baseline Data • Classroom Observations • Unit Assessments 	<ul style="list-style-type: none"> • Foss and Delta Programs • Mobile Science Lab • Measuring Up Resources • Foci: “Hands-on” approach, problem solving 	Small group, one-to-one, pull-out	Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.
Social Studies	<ul style="list-style-type: none"> • 2014-2015 Summative Data • 2015 Baseline Data • Classroom Observations 	<ul style="list-style-type: none"> • Houghton Mifflin • Harcourt • Foci: Developing analytical skills 	Small group, one-to-one, pull-out	Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.

	<ul style="list-style-type: none"> • Unit Assessments 	and social studies literacy.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Classroom Observations • Anecdotal • IEP Mandates 	<ul style="list-style-type: none"> • Wellness in the School • City Harvest • PBIS • Move-to-Improve • The Leadership Program • Foci: Nutrition, asthma, hygiene, obesity and other health related issues 	Small group, one-to-one, pull-out	Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.

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.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Highly Qualified Teachers (HQT) are recruited through professional references, internships and student teaching initiatives. Newly recruited teachers are provided a support system. New teachers are assigned peer mentors. Mentors assist new teachers in getting acclimated to the school, its culture, curricula, instructional planning and other professional development opportunities. Peer mentors also guide new teachers in implementing the systemic practices of the school and will share resources, giving careful attention to new teachers' needs, in an effort to improve their pedagogy. Supervisors also provide additional support through formal and informal observations.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
In addition to being fully certified and licensed in their assigned areas, current staff will become highly qualified through participation in on-site professional development activities, such as grade meetings, study groups and off-site trainings, including Emerging Leaders Program, Common Core Fellowship, Teacher Leadership Program and District or Department of Education workshops. Participants will then facilitate peer sessions to "turn key" the information and knowledge gleaned in teacher led teams. Additionally, in weekly double-period grade meetings led by supervisors or grade conveners, teachers engage in instructional planning and data analyses of students' artifacts such as class work, benchmark folders and periodic assessments. Through the process of teacher teams, each individual will have ample opportunities to hone his or her inquiry skills. In addition to the menu of professional development opportunities previously mentioned, in an effort to build capacity and establish leaders at the various levels of the school, staff members are also encouraged to continue their educational pursuit as their needs dictate, such as graduate, post-graduate degrees and certification in areas of interest.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

We have a longitudinal program in literary studies, Language Arts and mathematics in Grades Pre-k through 5, with an emphasis on developmental appropriateness in grade content materials. These curricula are derived from the Common Core Learning Standards. Twice per week the staff collectively engages in professional development around Common Core Learning Standards, Charlotte Danielson Framework and the Advance Initiative. Early childhood teachers have an opportunity to familiarize themselves with the upcoming grades’ academic expectations. Likewise, they also participate in weekly grade-alike meetings or teacher team meetings where they look at artifacts generated by students on their respective grades. They engage in data analyses to determine strengths and weakness as well as the adjustments deemed necessary to the instructional units. Parent workshops and meetings are facilitated to inform parents of the demands of the Common Core Learning Standards. In tandem, the school distributes a monthly Parent Bulletin which delineates the instructional foci in the respective subject areas.

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.

Teachers participated on the Measures of Student Learning (MOSL) Selection Team to determine assessments which would be utilized. Additionally, teachers have an opportunity to participate in designing internal school assessments such as Performance Based Assessments (PBA) and end-of-unit assessments as well as class assignments and tasks which assess students’ performance and achievement. Teachers participate in weekly grade-alike meetings or teacher team meetings where they examine artifacts generated by students on their respective grades. They engage in data analyses to determine strengths and weakness as well as the adjustments deemed necessary to the instructional units. In tandem, they participate in two professional development sessions led by the school’s principal with the collective staff from Grades Pre-k through 5.

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

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

Program Name	Funding Amount Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and
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	Fund Source (i.e. Federal, State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	1,088,342.00	X	Section 5, Section 6
Title II, Part A	Federal	330,049.00		
Title III, Part A	Federal	37,068.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	6,335,035.00	X	Section 5, Section 6

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 53X**, 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. 53X** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[School name], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Basheer Quisim</u>	DBN: <u>09X053</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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>150</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>14</u>
of certified ESL/Bilingual teachers: <u>11</u>
of content area teachers: <u>3</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: _

- Title III ELL Programs before and after school

At PS 53 we work diligently to ensure our students are critical thinkers and self-regulated learners. Based on the ELL data, students are invited to different academies to enhance their language acquisition process and academic performance. The following are the academies to support ELLs.

- Morning Academy (3rd through 5th grade) 3classes

The morning academy is designed to help ELLs who have zero to four years of services. The morning academy takes place on Tuesdays, Wednesdays and Thursdays from 7:00 am to 8:00 am. There will 96w sessions of the Morning Academy. There are three classes. Each class has at least twenty students. There are three teachers in the program.

The newly arrived students are in a bridge third through fifth grade class receiving extra support in mathematics. The teacher emphasizes the basic four mathematical operations and strategies to solve word problems. At the same time, the differences on computational procedures between South America countries and America are clearly explained to the students. The language of instruction is Spanish. The program uses the Envision program. Also word problems are taken from EngageNY website.

- Students who have completed a year of service receive ESL instruction in order to enhance their English language acquisition process. The teachers emphasize the four language modalities by having students speaking, listening, reading and writing about texts being analyzed. The teachers emphasize the language structure used in the text as well as the message embedded in the text. The materials of the academy are crafted by the teachers with the guidance of the school instructional team. Passages are selected based on the students' cognitive abilities and language development stage.

- After-school ELL class (3rd through 5th grade) 3 classes

- There is an afterschool ELL classes for newly arrived African students. This class meets on Tuesdays (from 3:20 pm through 5:30 pm) and Wednesdays (from 2:20 pm through 4:30 pm) for two hours per day. This program will have 64 sessions. There are at least 20 students in this class taught by a teacher. The teacher emphasizes the four language modalities by having students speaking, listening, reading and writing about texts being analyzed. The teacher emphasizes the language structure used in the text as well as the message embedded in the text. The materials of the academy are crafted by the teacher with the guidance of the school instructional team. Passages are selected based on the students' cognitive abilities and language development stage.

- There is an after-school class for newly arrived students who are illiterate in their first language and another one for newly arrived latin students to enhance their mathematical and language skills. These classes will have a strong emphasis on phonics and visual aids. These program will last 60 sessions. Both programs will be in sessions on Tuesdays from 3:20 pm to 5:30 pm and on Wednesdays from 2:20 pm to 4:30 pm. The materials will be designed by the teachers with the guidance of the school administration. Both programs will have a strong emphasis on visuals and phonics.

Part B: Direct Instruction Supplemental Program Information

- Spring Academy (K through 2 nd grade) 3 classes

The Spring academy is tailored to provide academic support to the three tiers: below, at and above grade level. Students will be placed in homogenous academic programs that support and promote their performance. There will be formative assessments in order to maximize the learning oportunities. The program will promote the students' CALP . The Spring academy has three classes in which first and second graders are homogenously placed. The program starts the first week of Spring and ends the last week of Spring. It will be three times per week, Tuesday, Wednesday and Thursday, from 2:30 PM to 4:30 PM on Wednesdays and Thursdays and from 3:20 PM through 5:30 PM on Tuesdays. The program was designed to have 30 sessions. There are three classes . Each class is led by a teacher.

The average number of students in the program is around 60 students. Also, the classes will not have more than 20 students per class.

The teachers emphasize the four language modalities by having students apeaking, listenin, reading and writing about texts being analyzed. The teachers emphasizes the language structure used in the text as well as the message embedded in the text. The materials of the academy are crafted by the teacher with the guidance of the school instructional team. Passages are selected based on the students' cognitive abilities and language development stage.

- NYSESLAT Academy (K through 2 nd grade) 3 classes

The NYSESLAT Academy is designed to guide students on developing test taking strategies by work ing on quiet, individual and time oriented tasks. Students are placed homogenously based on their academic language development. The program starts the of last week of January and ends on the third week of May. The program is a Saturday Academy from 9:00 AM to 12:00 PM. There are three classes. The NYSESLAT Academy will be have a strong focus on Science in order to offer students to work on several hands on activities, so they can have class and group discussions to enhance their BICS skills, while reading and writing their CALP skills will be enhanced. The teachers emphasize the four language modalities by having students apeaking, listenin, reading and writing about texts being analyzed. The teachers emphasize the language structure used in the text as well as the message embedded in the text. The materials of the academy are crafted by the teachers with the guidance of the school instructional team. Passages are selected based on the students' cognitive abilities and language development stage.

- Supplies

In order to provide visual support to the students, \$3000 has been allocated to purchase three elmos

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: _

Teachers receive Professional Development at no cost to the Title III program.

- Our teachers who support our ELL's have a year long professional development plan. Teachers are involved in data driven sessions to identify trends and engage in discussion on how to provide support to those students and what instructional techniques can be used to promote students' performance. Each session is the routcome of a data-driven conversation. The following outlines the workshops and professional development the ESL and bilingual will participate:

Part C: Professional Development

- 1- E-Classes
Teachers are invited to participate on e-classes at Stanford University. From October to December, they will participate on an eclass on how to develop their ELL academic language.
- 2- Data Team Meetings
Teachers meet in grade alike data team meetings to discuss their students' strenghts and weaknesses. They also discuss possible strategies to enhance their students' academic performance and language development.
- 3- Book Study
Teachers will be invited to participate in a book study. They will be reading and discussing Well Spoken in order to identify strategies to enhance their ELL academic discourse.
- 4- Outside the School PD Sessions
Cluster's ESL workshops, OEL workshops and NYU PD development. BETAC workshops and any other professional development oppourtunities provided by the Department of Education.
-
-
-

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: _

At PS 53x parents are invited to different parent meetings at no cost to the Title III program

-
There is a long standing relationship with the parents of ELL's within our community. Our principal launched a parental program that has been in effect for the past twelve years. The program entails the teaching of English as a Second Language to our parents of English Language Learners. The program meets three times per week for two hours on each day. The personnel, who were selected to facilitate the ESL parent classes, understand the cultural backgrounds and/or native language of the parents. The parents not only acquire the English language, but they become assimilated to our society, which is one of their expressed needs. This class has a tecnological component to enhance the parents' English language and computer skills

-
Townhall meetings are also held to inform parents about the curricula and content students are learning and expected to demonstrate proficiency on the state's standardized exams. The parents are also invited to a variety of workshops to learn how to help their kids at home.

-
We have a strong parent involvement in our School's Leadership Team (SLT). The parents serve as liaisons between other parents and the school. They share ideas generated from the wider parent community during the monthly SLT meetings. Such collaboration allows us as a school community to evaluate the needs of our parents and to create programs aligned with their expressed needs.

Part D: Parental Engagement Activities

-
The school has a monthly calendar for parents which outlines all the activities of the month.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 9	Borough Bronx	School Number 53
School Name The Basheer Qusim School		

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 Dr. Collin M. Wolfe	Assistant Principal Ms. L. Moreno
Coach Ms. S. Ferguson	Coach Ms. P. McKenley
ENL (English as a New Language)/Bilingual Teacher	School Counselor Ms. J. Rojas
Teacher/Subject Area Ms. R. Lopez	Parent Ms. G. Martinez
Teacher/Subject Area Mr. P. Infante	Parent Coordinator Ms. S. Sylvers
Related-Service Provider Ms. D. Raffington	Borough Field Support Center Staff Member Dr. Luis Quan
Superintendent Ms. L. Rodriguez-Rosario	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	12	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	3

D. Student Demographics

Total number of students in school (excluding pre-K)	1250	Total number of ELLs	345	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	345	Newcomers (ELLs receiving service 0-3 years)	336	ELL Students with Disabilities	20
SIFE	10	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	151	8		9	0	0	0	0	0	0
DL	21	0	0	0	0	0	0	0	0	0
ENL	164	2	20	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE Spanish	73	38	27	43	39	40								0
French	1	2	1	0	2	2								0
SELECT ONE Afrikans	5	2	1	1	2	0								0
TOTAL	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																		
SELECT ONE Spanish	13																		0	0
SELECT ONE French	2	5																	0	0
SELECT ONE Afrikans	0	6																	0	0
TOTAL	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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
0

Number of students who speak three or more languages: 1

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	41	13	7	19	8	11								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1	2	1	2	2								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Sonike		5	2	1	2	2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	32	29	25	4	19	7								0
Emerging (Low Intermediate)	6	8	3	10										0
Transitioning (High Intermediate)	15		7	2	6	11								0
Expanding (Advanced)	11	8	17	17	11	20								0
Commanding (Proficient)		6	5	4	1	2								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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				4	3	9								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		6	8	0	0	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	23	11	4	0	0
4	50	40	10	0	0
5	72	21	8	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	60		31		2		7		0
4	48		30		18		5		0
5	51		26		19		4		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		2		30		45		0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 At PS 53X, we utilize the DRA reading assessment to determine students' strengths and deficiencies in literacy in Grades K-5. This data informs the administration and teachers whether or not our students are acquiring language in the different strands (i.e. listening, reading, writing and speaking). The data highlights which student groups are not making sufficient gains in phonemic awareness, vocabulary, phonics, fluency, etc. An early diagnosis of deficiencies allows us to tailor the curricula to meet the needs of the students and create supplemental programs that target those needs. The data is disaggregated in order to identify what new systems can be introduced to move the students' performance.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 After examining the results in the four tested modalities, we have noted the following patterns:
 - In Grades 1 through 5, the highest scores were in the listening and speaking components of the NYSESLAT.
 - The ELLs in Grades 3 through 5 improved their reading performance; however, there are deficiencies in their writing performance.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The following trends are derived from the strengths and needs noted in the NYSESLAT and other assessments, such as, NYSITELL, DRA, New York State English Language Arts test, and criterion-referenced assessments:
 - The Balanced Literacy program which emphasizes speaking, listening, reading and writing skills is implemented in order to enhance the performance of ELLs on the NYSESLAT and NYS ELA exams.
 - We provide Academic Intervention Services (AIS) according to students' assessed needs, based on the data analyses. Special attempts are made to familiarize them with the format and subject matter of the test.
- 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. Our students increased their proficiency levels as they moved from the early childhood grades to the upper elementary grades. In Grades 2 through 5, most students are performing on the intermediate and advanced levels. Based on the data, which was displayed on our LAP worksheet, our ELLs have shown growth on the NYS ELA exam. In Grades 3-5, most of the students are performing on Level 2 and Level 3. In mathematics, some ELL students who took the test in English are performing on grade or above grade level. There are a large number of students performing on Level 3. In the content areas (science and social studies), students demonstrate grade level understanding of the subject as indicated by the formative assessments and the NYS Science results.

b. The administration has structures in place that focus on the discussion of data. Three times a year, the teachers meet with their immediate supervisors to discuss how the students are progressing in all academic areas. These discussions are anchored in the results of the following periodic assessments administered by the DOE, such as the ACUITY ITAs, Predictives, and the ELL periodic assessments. In addition, we administer internal periodic assessments such as the simulated ELA and mathematics exams, instructional modules/cycle assessments and DRAs. The results of these assessments inform administration to adjust the instructional program and create intervention and enrichment activities.

c. The school is learning that our ELLs are making steady progress. It is apparent from the data that our ELLs are performing comparable to their monolingual counterparts. The native language is used to assess newly arrived students in the content areas of math and science. Students are able to overcome their deficiencies and demonstrate progress on the state exams.

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

After each unit is completed, students take a criterion-referenced test which indicates their academic performance. Students are grouped in three tiers. Students who are in Tier III receive academic services, such push in or pull out services. They are also invited to academies before and after school as well as to the Saturday and holiday academies. Students who show no growth receive a more tailored pull out service. In some instnsces, an evaluation process is started to further support the child.

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

When students are entering the school, they take the Lab-R and the school entrance exam. Using data from both tests, the parents are informed of which program is more beneficial for their kids. The parents decide where the child is placed. The data provided from the criterion-referenced assessments and the qualitative data derived from the instructional program indicate the language use in the classroom. The Langue Art CCLS are used to outline the language objectives which are being used along with the content objectives. The language frames are used to guide students on how to organize their thoughts and explain their ideas.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

This is the first year of our self contained kindergarten dual language class. Our kindergarten English Proficient students were assessed using the DRA in Spanish. Their proficient level was extremely low because they are just beginning to learn Spanish.

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

The ELL students met the AYP expectations and in the testing grades their test scores showed growth. In some cases, ELL students outperform the monolingual students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

In order to identify possible ELL students, we at PS 53X take the following steps to ensure that the process for the students and parents move smoothly. First, when students are being registered, parents must fill out the Home Language Survey with the assistance of the coaches or staff developers, which lets us know which languages are spoken at home. Once the parent has identified a language other than English on that form, our literacy coach and early childhood staff developer ask the parent whether or not the child speaks, reads, writes and understands English. The pedagogue also quickly assesses the student through an informal conversation to verify parents' initial responses. If it is determined that the student does not speak, read, write or understand English, the coach or staff developer informs the parent of the programs, which are available (TBE, Dual Language, etc.) The student is placed in a class and awaits the NYSESLAT exam and initial testing that is administered within 10 school days from the admission date, by an ESL teacher or staff developer. In addition, Spanish-speaking ELLs who do not pass the LAB-R, are also administered the Spanish LAB by an ESL or bilingual teacher. All children who are considered ELLs after undergoing the process described, above, will take an annual state ESL exam called the NYSESLAT. Students' eligibility to take the NYSESLAT is determined by the ATS report, RLER. The classroom teachers assess each individual student in the speaking strand of the exam if they are a Dual Language or TBE teacher. The students receiving push-in ESL services will be assessed individually by the ESL teacher for the speaking strand. All eligible students are then tested in the reading, listening and writing strands by their classroom or ESL teachers. The previously outlined measures ensure that all eligible candidates for the NYSESLAT exam are administered all four components: speaking, reading, listening, and writing strands.

The NYSITELL is administered by the ESL teacher and a bilingual teacher. Both teachers speak English and the bilingual teacher also speaks Spanish. Ms. Newman and Mr. Infante work in the administration of the NYSITELL. Ms. Moreno conducts the interviews and the parent meetings for the selection of the program.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Upon initial enrollment, parents are informed about all three programs based on the Home Language Survey responses and the staff developers' initial screening for new entrants. Within 10 days of admission, the LAB-R is administered to determine students classification as well as orientation meetings are held in which parents viewed a video in the community language about program choices and posed questions about the different programs that are available to their children at PS 53X. Parent orientation meetings are facilitated by a staff developer and/or assistant principal, in order to inform parents about the choices available to them such as dual language, transitional bilingual, and ESL models. The frequencies of the parent orientation meetings are determined by the frequency of initial enrollment.

When the ESL coordinator checks the history of the child, she inquires about the students' prior schooling.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).
Based on the NYSITELL results yielded within the 10 school day window, our students receive the entitlement or parent choice letters, parent surveys as well as welcome letters from their classroom teachers. Once the parent surveys and choice letters are distributed, the students take them home in order to get their parents' or guardians' signatures. The parent surveys and choice letters are then returned and filed in the assistant principal's office.

The PLT members are: Ms. Newman, Ms. Raffington, Ms. Iwu, Mr. Infante and Ms. Moreno.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The students are then placed in the programs that their parents have elected. In our Dual Language Program, students receive a 50/50 instructional program in both the students' Native Language and Language of Acquisition for both the ELLs and EP students. In our TBE program, students are placed according to proficiency levels on the NYSESLAT exams. We have a class of new arrivals and beginning level students. We then have a second TBE class that includes students in the intermediate and advanced levels of language acquisition. This allows the teachers to tailor their instruction to the needs of these specific students. For students who speak languages other than Spanish, they receive ESL instruction through a push-in/pull-out model. Students receive continued entitlement letters at the end of the school year, following the NYSESLAT results. Given that most of our ELL population is predominately Spanish speaking, letters are translated into Spanish, as well as parent meetings are also facilitated in both English and Spanish. The growing number of French speaking population has demanded that letters are also translated to French and in meetings, a French speaking staff member is available to support the African parents who speak French.

At registration, parents are invited to the ELL parents' meeting. If there is no parent meeting, the parent is invited to a one-to-one

meeting.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).
The parents of our ELL students are invited to monthly meetings to discuss different matters related to the bilingual/ESL programs. If they feel their child is in the wrong section, we have weeeekly meetings in which that concern may be addressed.
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.
When parents register their students, they complete the Home Language Survey. Students who speak another language at home take the NYSITELL. Based on the child's performance, his/her parents are contacted to guide them through the selection process for their child's program. Three programs are available in our school, so parents receive specific guidance to select the most suitable program for their children.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parents are invited to town hall meetings. Parents who missed that meeting are invited to grade meetings. Parents who failed to come are invited to a class meeting. Parents who failed to attend the scheduled meeting are contacted by phone and/or homevisits. The school sends invitations for the meetings and those meetings are also reflected on the school calendar.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The school utilizes staff members to contact parents as well as resend forms home with students for them to be completed. The school also invites parents to the school to assist them with completing the forms. The RSNR report is also utilized to identify and monitor whether or not students have returned the forms.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parents are invited to ELL meetings. Copies are both back-packed with students and mailed to parents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ELL binder and in the child's cumulative folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In September ELL parents are invited to an informational meeting about the NYSESLAT exam. At the start of the Spring season, the ELL parents are invited to another meeting, in which the parents are invited to send their children to the school's Spring ELL Academy which provides additional enrichment and remedial support to the early childhood ELL stuent. Teachers receive a class list indicating their ELL students and letters providing parents a general overview of the NYSESLAT exam and inviting them to a parent meeting about the tests. A NYSESLAT testing meeting is conducted; in that meeting, the NYSESLAT testing procedures are outlined and a testing memo is distributed. Each section of the test is administered schoolwide on a select date based on the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
In September, those letters are distributed in an ELL meeting. Also, letters are back-packed and mailed. Outreach meetings are conducted to inform parents about their kids' performance in the NYSESLAT exam.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After reviewing the Parent Survey selection forms for the past few years, the trend in program choices are mainly TBE in the upper grades. In the lower grades, parents are selecting ESL services more than the bilingual programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

We have students who are pulled out to receive ESL services daily. To avoid students missing English Language Arts and mathematics instruction, students receive ESL instruction during content area periods. ESL students receive services according to their NYSESLAT test scores. The ESL teacher pulls them out from their classrooms to provide services.
 - b. TBE program. *If applicable.*

The organizational models that are currently utilized at PS 53X are self-contained transitional-bilingual classes for students that consider Spanish as their native language. Our self-contained transitional bilingual classes spans from kindergarten through fifth grade. As their students' English skills improve, the students are moved into classes with less instruction in their first language and more English instruction. Instructional support systems are offered to students in those classes. Our students in the bilingual classes receive a period of Native Language Instruction and depending on their English performance, they receive ESL services. Students are placed in homogeneous classes. We have a new arrival class and a transitional bilingual class on each grade. Content areas are taught in English in the TBE classes. In the new arrival classes, the content areas are taught using the shelter instruction. Science instruction is rendered in Spanish.
 - c. DL program. *If applicable.*

This is our first year having a self-contained dual language class. Students receive ESL services if they are entitled. Instruction is provided in English on Mondays, Wednesdays and Fridays; meanwhile, instruction is provided in Spanish on Tuesdays and Thursdays.
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)?

Based on their NYSESLAT performance, ESL services are scheduled. Beginners and intermediate receive two periods of ESL, while advanced students receive a single period.
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.

In TBE classes, content area subjects are taught in English using the shelter model.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The ELLs in bilingual classes receive NLA and they are assessed on the content taught.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELL students participate in ELL instructional program promoting the four modalities. During the class discussions, the students' public skills promote their listening and speaking skills. There is a period, each Friday, in which students participate in a debate to promote the use of the four modalities. Their response to literature tasks assesses their reading comprehension and writing skills.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

The self-contained teachers who provide instruction to our TBE, Dual Language and ESL students follow a schedule that is aligned to the CR Part 154 guidelines for the amount of language allocated for each proficiency level. In our TBE classes, the teachers teach one period of Native Language Arts (NLA) instruction on a daily basis. Our students receive ESL instruction, if they are intermediate and beginning level students, our advanced students receive ELA instruction as per CR Part 154's language allocation. Our content specialty teachers teach extra periods of science, social studies and arts to our ELL students. In our Dual Language class, the students receive instruction for 50% of the time in English, which is done in the content areas (i.e. science, social studies and the arts). The instructional target is aligned to the language target. The instructional tasks are scaffolded according to the students' cognitive and linguistic abilities.

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.
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?
The teachers follow the school instructional framework. Tasks are designed according to the content/skill being taught congruently with the students' abilities. Therefore, the tasks are at the students' zone of proximal development.
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?
We have several programs to target the needs of our English Language Learners in literacy, mathematics and the content areas. One of the programs is the Early Morning Self-Contained ESL Academy. Our ELLs from Grades 3-5 receive additional instructional support four days per week, prior to the start of the regular school day. This program is conducted in the students' language of acquisition, which is English. The program focuses on helping students who have been receiving ESL services or who have been in TBE classes for four to six years. This program targets their weaknesses in acquiring the second language. Their biggest deficiencies as a group have been in the areas of reading and writing, which is reflected in their NYSESLAT scores. In addition, some of our ELL students in the same subgroup aforementioned also participate in the After-School Enrichment Academy. Although some of these ELL students fall into the intermediate and advanced stages of language acquisition as determined by the annual NYSESLAT test, they also scored in Levels 3 and 4 on the New York State ELA and Mathematics exams. Therefore, the enrichment program targets them for literacy and mathematics in order to teach them strategies that will help them demonstrate progress on the New York State ELA and Mathematics examinations. Mastery of select skills and strategies will then translate into enhanced performance on the NYSESLAT. We also have Early Childhood afterschool and spring academies. These academies will target students' instructional needs in the four strands, listening, speaking, reading and writing. These students need to strengthen their foundation in literacy, mainly phonemes, high-frequency words, phonics and the structure of the English Language. The academies will be taught in the students' language of acquisition.

Chart

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

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

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

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



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

Chart

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

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

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

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

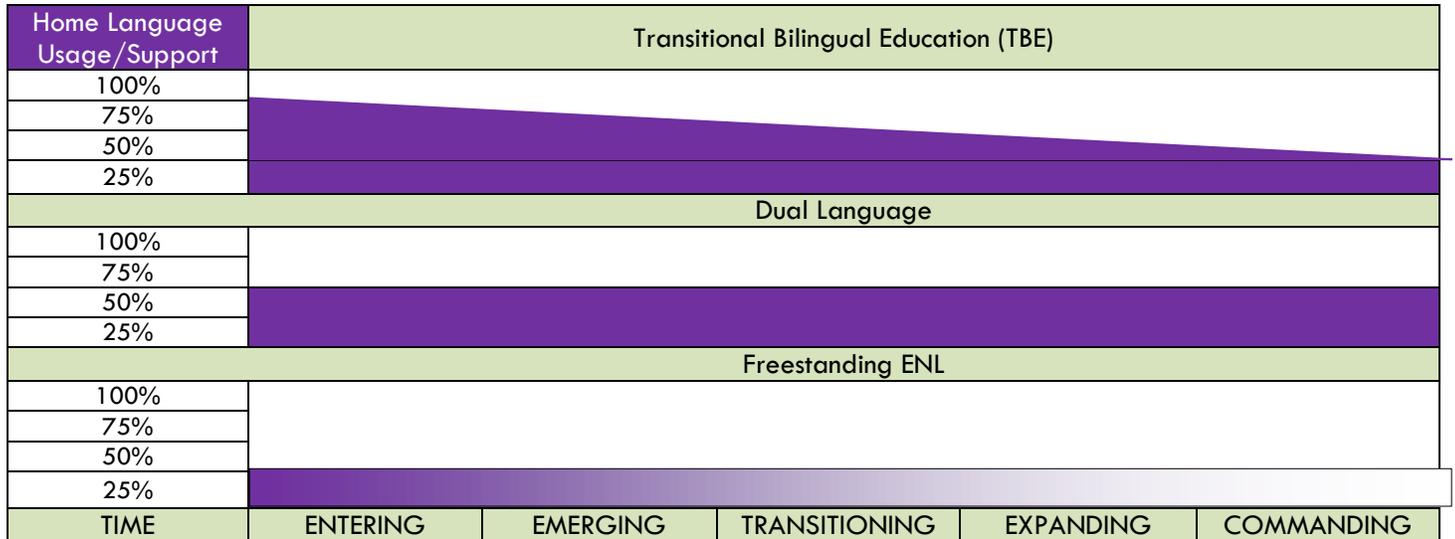


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
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.
Paste response to question here:
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here:
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here:
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).
Paste response to question here:
19. What language electives are offered to ELLs?
Paste response to question here:
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)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here:
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?
Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here:
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.

Paste response to question here:

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?

Paste response to question here:

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 to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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: PS 53

School DBN: 09X053

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)
Collin M. Wolfe	Principal		11/5/15
Lorena A. Moreno	Assistant Principal		11/5/15
Sonja Sylvers	Parent Coordinator		11/5/15
Veronica Babic	ENL/Bilingual Teacher		11/5/15
Mary Torres	Parent		11/5/15
Maritza Pena	Teacher/Subject Area		11/5/15
Porifio Infante	Teacher/Subject Area		11/5/15
Phillisha McKenley	Coach		11/5/15
Shannon Ferguson	Coach		11/5/15
Jenny Rojas	School Counselor		11/5/15
Leticia Rodriguez-Rosario	Superintendent		11/5/15
Luis Quan	Borough Field Support Center Staff Member _____		11/5/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 09 **School Name: Basheer Qusim School**
Superintendent: Ms. Rosario

Before you begin, please check the following:

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

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

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

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

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

Home Language Surveys indicate that more than 65% of our families consider Spanish as their dominant language, therefore all

communication to parents is offered in English and Spanish. All parent letters are translated and parent workshops are facilitated with a

Spanish speaking translator. We are also noticing an increase number of families who speak French. Therefore, letters are also being

translated in French. In tandem, during meetings, staff members who are fluent in French translate for the parents.

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

Spanish, French, Afrikaans and Soninke

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.)

PS 53X will provide parents determined to be in need of language assistance with translated documents regarding critical information about

their children's education in a timely manner. These documents will include but are not limited to: registration forms, report cards, progress

reports, conduct, safety and discipline forms, trip permission slips and consent forms, and entitlement to public and special education services.

Translations will be provided by qualified bilingual and bi-literate staff members.

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.

PS 53X will provide parents in need of language assistance with oral interpretation services during the regular and extended school day in

order to promote shared accountability and provide access to information about their child's academic progress. These services will be

provided by assigned office staff and the parent coordinator.

Part C: Providing Language Assistance Services

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

PS 53X has multicultural staff members who help in the translation of the required documents. Soanike is the only language for which we have to contact outside agencies .

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 staff members help to translate the different communiqués related to school events. For parents who speak Soanike, we contact the Office of Translation services to have translators.

Part D: Training Staff on Policies and Procedures

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

During the professional development sessions, staff members are made aware of the necessity of using translation services to ensure that those parents receive have accurate, clear and precise messages being discussed and/or presented to parents.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

There are different welcome posters around the school building, so parents can identify their language to receive translation. For major events, such as parent meetings and report cards, we have organized a team of staff members to serve as translators. Parents are aware of where to find and/or contact them.

Part F: Monitoring and Quality Control

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

P.S.53X's pupil accounting registration data indicates that families from Latin American, Caribbean and West African regions have increased. In strengthening our home-school partnership, all parent letters and other documents will be translated. Translation will also be provided at parent workshops, back to school night and during parent-teacher conferences. This information will be reported to the school community through written communiqués.