2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 09X053

School Name: P.S. 053 BASHEER QUISIM

Principal: COLLIN WOLFE
Comprehensive Educational Plan (CEP) Outline

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Section 2: School Leadership Team (SLT) Signature Page

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

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- Section 5A Framework for Great Schools Element - Rigorous Instruction
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Section 1: School Information Page

School Information

School Name: P. S. 53X – The Basheer Qusim School

School Number (DBN): 09X053

BEDS Code: 32090010053

Grades Served: Pre-K-5

School Address: 360 East 168 Street, Bronx, New York 10456

Phone Number: (718) 681-7276

Fax: (718) 681-7298

School Contact Person: Nicole A. Thomas

Email Address: nthomas7@schools.nyc.gov

Principal: Collin M. Wolfe

UFT Chapter Leader: Victoria Walters

Parents’ Association President: Aldina Martinez

SLT Chairperson: Karen Belgrave

Title I Parent Representative (or Parent Advisory Council Chairperson): Mary Torres

Student Representative(s): NA

CBO Representative: NA

District Information

Geographical District: 9

Superintendent: Leticia Rodriguez-Rosario

1245 Washington Avenue, Bronx, New York 10456

Superintendent’s Office Address: rosario2@schools.nyc.gov

Superintendent’s Email Address: (718) 579-7143

Phone Number: (718) 410-7017

Fax: 

Field Support Center (FSC)

FSC: Bronx

Executive Director: Jose Ruiz

2018-19 CEP
Executive Director’s Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Executive Director’s Email Address: jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-6280
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collin M. Wolfe</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Victoria Walters</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Aldina Martinez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Gloria Martinez</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Mary Torres</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Hayla Myers</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Ana Betancourt</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Maritza Pena</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Karen Belgrave</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Maricela Villa</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Cristina Santos</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Maribel Rojas</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Cristina Atariguana</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Carmen Lantigua</td>
<td>Member/Parent</td>
<td></td>
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<td>Member/Parent</td>
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<td></td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
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<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

1. What is your school’s mission statement?

   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.”
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

P.S. 53X remains one of the larger elementary public schools in District Nine, of the New York City Department of Education. It currently enrolls approximately 1,050 students in Grades Pre-K through 5. We currently have three full-day Pre-K classes.

Several systemic practices have been implemented in our school, driven by our goal to continually enhance 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 ENL, 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 select 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 four large technology grants from the New York City Council. In support of our parents, weekly ENL 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.

3. Describe any special student populations and what their specific needs are.

Currently, our special education student population consists of students who receive education in the following settings: self-contained classrooms, integrated classrooms with general education population, general education classrooms with additional support such as academic intervention. Our special education student population needs include: speech and language therapy, occupational therapy, physical therapy, counseling and academic intervention, in tandem to their tailored instruction in their respective classrooms. We also have an English as a New Language learners (ENL) population which are predominantly of Iberian and African descent. Given that our ENL students are on different points of the continuum of English acquisition, their needs include that of tailored instruction which emphasizes listening, speaking, reading and writing skills. Instruction emphasizes both the social and academic usage of English to ensure that students are receiving a quality education. Students are also supported through small group instruction and academic intervention services aside from rigorous classroom instruction. We have a large population of students in temporary housing (STH), who are integrated into our school community seamlessly. We provide instructional support and provide them with consistent, meaningful instruction in alignment with the Common Core Learning Standards (CCLS). Our STH students need support in social adjustment, such is provided through our Positive Behavior Intervention Services (PBIS), assembly programs and individual counseling and health-related programs.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The preliminary School Quality Guide 2018 indicates that there are strengths in the following components of the framework: rigorous instruction, collaborative teachers, supportive environment, effective leadership, instructional and trust. 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.
School Demographics and Accountability Snapshot for 09X053

<table>
<thead>
<tr>
<th>School Configuration (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Configuration: PK,0K,01,02,03,04, 05</td>
</tr>
<tr>
<td>Total Enrollment (2017-18): 1143</td>
</tr>
<tr>
<td>SIG Recipient (Y/N): No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Learner Programs (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual: YES</td>
</tr>
<tr>
<td>Dual Language: YES</td>
</tr>
<tr>
<td>Self-Contained English as a Second Language: N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Programs/Number of Students (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (ELA): 74</td>
</tr>
<tr>
<td># SETSS (ELA): 48</td>
</tr>
<tr>
<td># Integrated Collaborative Teaching (ELA): 79</td>
</tr>
<tr>
<td># Special Classes (Math): 76</td>
</tr>
<tr>
<td># SETSS (Math): 40</td>
</tr>
<tr>
<td># Integrated Collaborative Teaching (Math): 78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types and Number of Special Classes (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td># Visual Arts: # Music: 1</td>
</tr>
<tr>
<td># Drama: # CTE:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Composition (2017-18)</th>
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</thead>
<tbody>
<tr>
<td>% Title I Population: 91.0% Attendance Rate: 89.3%</td>
</tr>
<tr>
<td>% Free Lunch: 90.6% Reduced Lunch: 0.2%</td>
</tr>
<tr>
<td>% Limited English Proficient: 29.6% Students with Disabilities: 15.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Racial/Ethnic Origin (2017-18)</th>
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</thead>
<tbody>
<tr>
<td>% American Indian or Alaska Native: 0.2% Black or African American: 29.7%</td>
</tr>
<tr>
<td>% Hispanic or Latino: 66.8% Asian or Native Hawaiian/Pacific Islander: 1.7%</td>
</tr>
<tr>
<td>% White: 1.7% Multi-Racial: 0.2%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Personnel (2015-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years Principal Assigned to School (2018-19): 16.25</td>
</tr>
<tr>
<td># of Assistant Principals (2016-17): 6</td>
</tr>
<tr>
<td>% of Teachers with No Valid Teaching Certificate: 0% Teaching Out of Certification: 4%</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience: 5% Average Teacher Absences (2014-15): 16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Performance for Elementary and Middle Schools (2017-18)</th>
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</thead>
<tbody>
<tr>
<td>ELA Performance at levels 3 &amp; 4: 35.8% Mathematics Performance at levels 3 &amp; 4: 47.1%</td>
</tr>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17): 85% Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17): N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Performance for High Schools (2017-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Performance at levels 3 &amp; 4: N/A Mathematics Performance at levels 3 &amp; 4: N/A</td>
</tr>
<tr>
<td>Global History Performance at levels 3 &amp; 4: N/A US History Performance at Levels 3 &amp; 4: N/A</td>
</tr>
<tr>
<td>4 Year Graduation Rate: N/A 6 Year Graduation Rate (2011 Cohort): N/A</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation: N/A % ELA/Math Aspirational Performance Measures (2015-16): N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall NYSED Accountability Status (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward: No Recognition</td>
</tr>
<tr>
<td>In Good Standing: Yes Local Assistance Plan: No</td>
</tr>
<tr>
<td>Focus District: Yes Focus School Identified by a Focus District: No</td>
</tr>
<tr>
<td>Priority School: No Focus Subgroups: N/A</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary/Middle School</td>
</tr>
<tr>
<td>Met Adequate Yearly Progress (AYP) in ELA (2016-17):</td>
</tr>
<tr>
<td>American Indian or Alaska Native: N/A Black or African American: YES</td>
</tr>
<tr>
<td>Hispanic or Latino: YES Asian or Native Hawaiian/Other Pacific Islander: N/A</td>
</tr>
<tr>
<td>White: N/A Multi-Racial: N/A</td>
</tr>
<tr>
<td>Students with Disabilities: YSH Limited English Proficient: NO</td>
</tr>
<tr>
<td>Economically Disadvantaged: YES ALL STUDENTS: YES</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native: N/A Black or African American: YES</td>
</tr>
<tr>
<td>Hispanic or Latino: YES Asian or Native Hawaiian/Other Pacific Islander: N/A</td>
</tr>
<tr>
<td>White: N/A Multi-Racial: N/A</td>
</tr>
<tr>
<td>Students with Disabilities: YES Limited English Proficient: YES</td>
</tr>
<tr>
<td>Economically Disadvantaged: YES ALL STUDENTS: YES</td>
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<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Science (2016-17):</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native: N/A Black or African American: YES</td>
</tr>
<tr>
<td>Hispanic or Latino: YES Asian or Native Hawaiian/Other Pacific Islander: N/A</td>
</tr>
<tr>
<td>White: N/A Multi-Racial: N/A</td>
</tr>
<tr>
<td>Students with Disabilities: N/A Limited English Proficient: YES</td>
</tr>
<tr>
<td>Economically Disadvantaged: YES ALL STUDENTS: YES</td>
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<thead>
<tr>
<th>High School</th>
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<tbody>
<tr>
<td>Met Adequate Yearly Progress (AYP) in ELA (2016-17):</td>
</tr>
<tr>
<td>American Indian or Alaska Native: N/A Black or African American: N/A</td>
</tr>
<tr>
<td>Hispanic or Latino: N/A Asian or Native Hawaiian/Other Pacific Islander: N/A</td>
</tr>
<tr>
<td>White: N/A Multi-Racial: N/A</td>
</tr>
<tr>
<td>Students with Disabilities: N/A Limited English Proficient: N/A</td>
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<tr>
<td>Economically Disadvantaged: N/A ALL STUDENTS: N/A</td>
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<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):</th>
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<tbody>
<tr>
<td>American Indian or Alaska Native: N/A Black or African American: N/A</td>
</tr>
<tr>
<td>Hispanic or Latino: N/A Asian or Native Hawaiian/Other Pacific Islander: N/A</td>
</tr>
<tr>
<td>White: N/A Multi-Racial: N/A</td>
</tr>
<tr>
<td>Students with Disabilities: N/A Limited English Proficient: N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged: N/A ALL STUDENTS: N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17):</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native: N/A Black or African American: N/A</td>
</tr>
<tr>
<td>Hispanic or Latino: N/A Asian or Native Hawaiian/Other Pacific Islander: N/A</td>
</tr>
<tr>
<td>White: N/A Multi-Racial: N/A</td>
</tr>
<tr>
<td>Students with Disabilities: N/A Limited English Proficient: N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged: N/A ALL STUDENTS: N/A</td>
</tr>
</tbody>
</table>
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on the most recent 2018 New York State English Language Arts (ELA) test results, 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. The analyses of data from the 2018 New York State Report Card, provided by the New York City Department of Education, indicate the importance of focusing on the select ELA standards aforementioned.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 2% of students in Grades 3-5 will perform at Levels 3 and 4 in reading, as measured by internal assessments such as: simulation tests, unit tests, and summative assessments - to include: the N Y S E L A and Mathematics tests, as well as the N Y S Fourth Grade Science tests. In addition, 75% of the students in Grades K-2 will demonstrate proficiency in using inferences to reflect comprehension of materials read. They will also demonstrate fluency and critical thinking skills, as measured by internal benchmarks, to include but limited to: the DRA2 and year-long unit assessments attained through class work and assignments.
### 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:

- Evidence-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).

| Target Group(s) | Timeline | Key Personnel
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy?</strong></td>
</tr>
<tr>
<td>Teachers and Paraprofessionals (K-5)</td>
<td>September 2018-June 2019 with a frequency of once per week.</td>
<td>The principal and assistant principals</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018-June 2019 with a bi-weekly frequency.</td>
<td>Assistant Principals</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018-June 2019 with a monthly frequency.</td>
<td>Principal</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional development to support the school-wide implementation of the “Ready Gen” 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 2018-2019 test, which has been released by the state, so as to gain insight into the requirement of the respective standards at each grade level, developing questions and prompts aligned to each of the priority standards, and determine research-based strategies for supporting all students including English as a New Language learners and students with disability, so that they can master each standard.

Work collaboratively to analyze student work and data from assessments which 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.

The school offers parent workshops including ENL, GED and computer studies. Town Hall 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 guidelines for our students and families here at P.S. 53X. Additionally, a monthly parent newsletter is sent home with the instructional foci for each grade.
Facilitation of various forms of professional development activities include inter-class 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.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will be supported in their understanding of rigorous instruction and the Common Core standards, beginning at the "Back-to-School Night" in September 2018, where this information will be dispensed in the individual classroom settings with the respective teacher of their child (ren). Commencing in October 2018, parents' conferences, workshops, school newsletters, and Town Hall meetings will be hosted in order to support our parents. These workshops and conferences will be conducted weekly on Tuesday afternoons as well as at other designated times each month. The school will also share resources to support their children at home. The principal, assistant principals, teachers, guidance counselors, and the school's parent coordinator are the key personnel who will ensure the implementation of these initiatives.

### 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 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 education 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 engage in Inquiry work in grade-alike cohorts.

The schedule has been designed so that all participants engage in these activities during the regular school hours.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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 October 2018, 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 as evidenced by data sources and observations.
By November 2018, 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 as measured by classroom observations.

By February 2019, 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 as evidenced by agendas, schedules, and data sources.

By February 2019, 70% of all teachers' pedagogical practices will reflect that of promoting inferencing and high order thinking skills, as evidenced by the designed task cards and questions employed throughout lessons and units of studies. Additionally, there will be an inherent utilization of the data derived from these meetings as evidenced by classroom observations and data sources.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- Baseline and mid-line assessment results.
- Data analysis results.
- Plans for instruction, based on data analysis results.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

Our most recent Environment Survey and attendance rates indicate that our students feel safe in our school. We would like to further nurture the academic and socio-emotional growth of our students. There will be an emphasis on engaging students in daily cooperative learning activities across the content areas to facilitate support and collaboration amongst students as well as building rapport among themselves and their teachers. In tandem, our Positive Behavior Intervention Services (PBIS) will be implemented. Students whose behaviors depict our PBIS core values and mores will receive awards and other educational incentives.

By June 2019, the attendance team will develop a series of activities to increase the attendance rate at P.S. 53X by 5% as measured by the annual attendance report.

By June 2019, there will be a 2% decrease in the number of students who have behavioral anecdotes submitted to supervisors and reflected in the OORS data system.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 95% of all classrooms at P.S.53X will exhibit an increase in the use of strategies aimed at enhancing the school’s core values in discipline, students' engagement, and conformity to school / classroom rules and procedures. Ultimately this will decrease the number of disciplinary referrals and in-house suspension among students by 2%.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators, teachers, guidance counselors and other staff members will receive further training around PBIS.</td>
<td>Faculty September 2018-November 2018</td>
<td>Principal, Assistant Principals, Guidance Counselors</td>
</tr>
<tr>
<td>Each staff member will play a vital role in identifying and suggesting students or classes which should receive awards and incentives for demonstrating the established core values.</td>
<td>Students October 2018-June 2019 with a frequency of once per month.</td>
<td>Guidance Counselors, Teachers</td>
</tr>
<tr>
<td>Students will receive continuous instruction about PBIS and engage in discussions about the school’s core values. Various student groups will be re-established.</td>
<td>Students September 2018-June 2019 with monthly meetings and activities.</td>
<td>Principal, Assistant Principals, Guidance Counselors, Teachers</td>
</tr>
<tr>
<td>Students will engage in competitions to develop school-wide paraphernalia, which showcase the school’s values. Staff will encourage ENL and SWD students to participate in activities that build school spirit. Parent coordinator will continue to encourage students to compete in off-site competitions with the district.</td>
<td>Students September 2018-June 2019 with a quarterly frequency.</td>
<td>Principal, Assistant Principals, Guidance Counselors, Teachers, Auxiliary Staff, Parent Coordinator</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Several resources will be shared with parents through parent conferences, town hall meetings, workshops and newsletters. The support will commence in September 2018. At particular interim in each month, parents will be supported in this regard. The principal, assistant principals, teachers, guidance counselors and parent coordinator are the key personnel.

**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 launch the PBIS and character education curricula across Grades PreK-5.
- The principal and assistant principals will provide support and facilitate professional development for the guidance counselors.
- Guidance counselors will chair the PBIS committee and monitor the implementation of PBIS. In addition, the guidance counselors will facilitate student groups, such as the Young Ladies Foundation.
- Early morning academy will consist of four teachers who will provide instruction three days a week for one hour each day.
- After-school academy will consist of six teachers who will provide instruction three days a week for two hours each day.
- Saturday academy will consist of three teachers who will provide instruction three hours each Saturday.

**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 |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| X | | | | | | | | | |

**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 June 2019, 100% of teachers and students will have successfully participated in a series of PBIS trainings as measured by agendas, observations, assembly programs, and newsletters.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

By June 2019, 100% students and teachers will complete a survey at various intervals in the school year that monitors the progress of student behavior and their perceptions about the school.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on the comprehensive assessment conducted in June 2018, 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) ninety 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 school-wide breakfasts which allow teachers on all grades to meet, socialize and network as a means of enhancing the climate and culture of our school. (5) Strategies to address the needs of ENL and SWD students include designing lessons with multiple entry points, differentiated professional development will be given to teachers and parents of ENL and SWD students. 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 2018-19 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 2019, all teachers will engage in horizontal teacher teams, which will foster rigorous evidence-based conversations about text, about students' writing, and how to use evidence from sources to inform or make an argument, ultimately improving students reading levels as measured their D R A scores.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Grades K-2 Teachers</td>
<td>September 2018-June 2019</td>
<td>Assistant Principals, Achievement Coaches</td>
</tr>
<tr>
<td>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.</td>
<td>Grades 3-5 Teachers</td>
<td>September 2018-June 2019</td>
<td>Assistant Principals</td>
</tr>
<tr>
<td>A central Inquiry Team comprising of teacher representatives from each grade (K-5) along with supervisors and enrichment teachers is assembled. The team will meet weekly for the purpose of school wide planning and goal setting.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Assistant Principals</td>
</tr>
<tr>
<td>The current P.S. 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.</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>Assistant Principals, Teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement
How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

On Tuesday afternoons, parents will be invited to meet with teachers to promote collaboration. In tandem, parents will participate in school assemblies, attend parent meetings and liaise with the parent coordinator in volunteering and giving input in the school's events.

**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 as well as 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.
- 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.

|   | Tax Levy | X | Title I SWP |   | Title I TA |   | Title II, Part A |   | Title III, Part A |   | Title III, Immigrant |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   | C4E |   | 21st Century Grant |   | SIG |   | PTA Funded |   | In Kind |   |
|   | X |   |   |   |   |   |   |   |   |   |   | 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 June 2019, all grade teams will have structured approach for examining and analyzing student work and data as well as making instructional adjustments accordingly, as evidenced by the use of protocols, agendas, informal and formal observations.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

In September, January and May teachers will administer the DRA2 assessments and teachers will analyze the data to plan for instruction as evidenced by the DRA2 tracking sheets to monitor progress.
Part 5c. In **February 2019**, 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

<table>
<thead>
<tr>
<th>briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

The most recent 2018 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.

Strengths

Based on the 2018 NYC School Survey, 98% of respondents feel that school leaders set and articulate clear expectations for meeting instructional goals.

Needs

Based on the 2018 NYC School Survey, 88% of respondents agree that the school leaders at this school are strongly committed to shared decision making.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019: faculty, students, and parents will be engaged in a series of team-building and "culture shaping" activities within the school-house. This should result in a measurable improvement in each stakeholders’ perception of the school’s culture and climate, as determined by the 2019 NYC School Survey.
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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate a climate committee led by faculty members.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principals, Teachers</td>
</tr>
<tr>
<td>- Climate Committee will plan for teachers to engage in school-wide breakfasts for all staff.</td>
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<tr>
<td>- All teachers will have their birthday recognized.</td>
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<tr>
<td>- Teachers will plan events to increase school spirit amongst students in the school.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Empower teachers to assume leadership roles for the portfolio of professional development.</td>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>- Teachers will have the opportunity to lead meetings for various purposes in the school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Some teachers will have the opportunity to be on the Professional Development Committee.</td>
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</tr>
<tr>
<td>- Parents will be invited to informational sessions regarding the Common Core Learning Standards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitate Student Council.</td>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>Principal, Assistant Principals, Teachers</td>
</tr>
<tr>
<td>- Students will have the opportunity to meet with the principal to discuss issues for school improvement.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Through the Parent Association and the parent coordinator, parents will be encouraged to participate in the association, parent leadership programs and other school events. Administration, the parent association and the parent coordinator will be the key personnel in this regard.

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.
- Parent Association and School Leadership Team collaborate and coordinate parent events.
- The climate committee will meet monthly to coordinate events and continue to improve the morale of teachers.
- The ENL classes will be conducted by a staff member to support language acquisition of parents.
- ‘Town Hall’ meetings will be offered to parents and facilitated by teachers so parents feel they are part of a supportive environment.
- Staff members will facilitate the Spring Fair, Kindergarten Carnival as well as other parent and community events so that students feel they are part of a supportive environment.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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, breakfasts are held for staff members.
- By October, birthday celebrations are conducted for staff members.
- 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 October, ENL 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.
By February 2019, all committees will be formed and planning for the upcoming events that will ultimately increase our supportive environment criteria by 2% as evidenced by the school survey report.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Throughout the school year, teachers and students will engage in surveys that measure how supported they feel in the school building.

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
</table>

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

While our most recent Environment Survey indicates that we have increased trust and strong family and community ties, there is still a need to strengthen and extend our outreach to parents and the wider school community. This will be done by:

- Sending monthly school calendars.
- Sending monthly parent bulletins.
- Hosting parent breakfasts for parents of new students.
- Providing information sessions on how parents can complete the parent survey online.
- Providing parent sessions to support students with math.
- Providing parent sessions to support students with literacy.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 10% increase in the number of parent workshops in the school. These workshops will prepare parents to be more equipped to support students academically.
Part 3a – 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:

- Evidence-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., under/over-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>September 2018-2019</td>
<td>Principal Parent Coordinator</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018-2019</td>
<td>Principal Assistant Principals SETTS Teachers Bilingual Teachers ENL Teachers</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018-2019</td>
<td>Principal Assistant Principals Teachers Parent Coordinator</td>
</tr>
<tr>
<td>Parents</td>
<td>September 2018-2019</td>
<td>Principal Assistant Principals Teachers Parent Coordinator</td>
</tr>
</tbody>
</table>

Participate in the Learning Leaders Program to increase parent involvement. Continue to provide parents with the Parent Bulletin outlining monthly curricula.

Provide ENL classes for parents here at the school. Introduce parents of SWD students to service providers. Provide parents of SWD and ENL students with academic strategies tailored to meet the specific needs of their children.

Conduct “Back to School Night” and Town-Hall meetings. Parent coordinator will continue to keep an "open door" policy to accommodate parents, especially when they have pressing concerns.

Coordinate and facilitate workshops around the Common Core Learning Standards for parents.

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

The following community based organizations support family and community engagement are: City Harvest and Wellness in the Schools.

Part 4 – Budget and Resource Alignment

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

- The parent coordinator will participate in professional development through the Learning Leaders Program.
- The parent coordinator along with the principal will host parent meetings and increase parent volunteers through the Learning Leaders Program.
- The principal will provide ENL classes for parents.
- Parents will be invited to participate in the Parent Association, School Leadership Team, Title I Committee, “Back to School Night” and Townhall meetings.
• Monthly newsletters will be disseminated to parents to inform them about the instructional focus in each content area. The newsletter also provides additional resources that parents may access to further support their children.

**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 |
|---|---|---|---|---|---|---|---|---|---|---|
| X |  |  |  |  |  |  |  |  |  |  |
|  | C4E |  | 21st Century Grant |  | SIG |  | 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, a “Back to School Night” session will be held where parents will be informed about the established expectations for their children’s academic and socio-emotional growth.
• By October, the ENL class will be formed and offered, based on parents’ needs.
• By October, parent volunteers will begin sharing their expertise with the school community via the Learning Leaders Program.
• By February 2019, a survey will be disseminated to parents and analyzed by staff. The survey will measure the impact that the school has on improving students’ academic success.

**Part 5b. Indicate the specific instrument of measure that is used to assess progress.**

• The collection of agenda and or sign-in sheets for Learning Leaders Parent meeting.
• Parent attendance to ENL classes.
• “Back to School Night” sign-in sheets.
• Collection of monthly newsletters.

There will be a 5% increase in the number of parents who participate in parent engagement sessions on Tuesdays, as evidenced by teacher sign-in sheets.

**Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>● 2017-2018 Summative Data&lt;br&gt;● 2018 Baseline Data&lt;br&gt;● Classroom Observations&lt;br&gt;● Unit Assessments</td>
<td>● Leveled Literacy Intervention&lt;br&gt;● Wilson/Fundations&lt;br&gt;● Foci: Reading Comprehension</td>
<td>Small group, one-to-one, pull-out</td>
<td>Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>● 2017-2018 Summative Data&lt;br&gt;● 2018 Baseline Data&lt;br&gt;● Classroom Observations&lt;br&gt;● Unit Assessments</td>
<td>● Use of manipulatives.&lt;br&gt;● Envision Intervention/ Math Games&lt;br&gt;● STARS, STAMS, CAMS, Ready&lt;br&gt;● Resources&lt;br&gt;● Foci: Numeracy and Problem Solving</td>
<td>Small group, one-to-one, pull-out</td>
<td>Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>● 2017-2018 Summative Data&lt;br&gt;● 2018 Baseline Data&lt;br&gt;● Classroom Observations&lt;br&gt;● Unit Assessments</td>
<td>● McGrawhill, Foss and Delta Programs&lt;br&gt;● Mobile Science Lab&lt;br&gt;● Foci: “Hands-on” approach, Inquiry, Problem Solving</td>
<td>Small group, one-to-one, pull-out</td>
<td>Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2016-2017 Summative Data</td>
<td>Houghton Mifflin Harcourt</td>
<td>Small group, one-to-one, pull-out</td>
<td>Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.</td>
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<td>---</td>
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</tr>
<tr>
<td>2017 Baseline Data</td>
<td>H: Developing analytical skills and social studies literacy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Observations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Classroom Observations</td>
<td>Wellness in the School</td>
<td>Small group, one-to-one, pull-out</td>
<td>Before, during and after school hours via Early Morning, After-school, Saturday and Holiday Academies.</td>
</tr>
<tr>
<td>Anecdotal</td>
<td>City Harvest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IEP Mandates</td>
<td>PBIS</td>
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<td></td>
<td>Move-to-Improve</td>
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<td></td>
<td>The Leadership Program</td>
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<tr>
<td></td>
<td>Foci: Nutrition, asthma, hygiene, obesity and other health related issues.</td>
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</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th><strong>Part A: FOR TITLE I SCHOOLS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>There are currently 361 students in temporary housing, who are enrolled at P.S. 53X.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Currently, students in temporary housing are provided with book-bags with supplies and on-grade reading books. Second, their classrooms have leveled texts which are designated for students in temporary housing. They also receive standards-based instruction in alignment with the Common Core State Standards. Students in temporary housing are further supported through extended weekly programs such as: After School, Early Morning, Saturday and Holiday Academies. Those students deemed in need of academic intervention services (AIS) and other related services receive them during the course of the regular school day through “pull-out or push-in” small group instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part B: FOR NON-TITLE I SCHOOLS</strong></th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

N/A
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Strategies for Retention

- Grade conveners assist new teachers with their adjustment to the school, in tandem to their assigned mentors.
- Administrators are available to discuss concerns of the new teachers.
- Staff provides new teachers with the resources they need to for teaching and learning.

Strategies for Assignments

- Teachers, who are hired, possess certification that match the vacancies of the school.

Support

- New teachers are encouraged to attend workshops offered by NYCDOE in late summer.
- All teachers who are new to the school have the opportunity to foster collaboration and continuous learning through our common planning schedule.
- Teachers choose their own professional goals with administrators during the Initial Planning Conference and receive professional development to help them attain their goals.
- Clear expectations are established and articulated for instructional goals by the instructional leaders. Grade meetings and teacher meetings are utilized to provide teachers with the necessary support for clarification, data analyses and instructional planning.
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 analysis 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 or post-graduate degrees and certification in areas of interest.

Differentiated professional development opportunities will be provided to teachers based upon the goals teachers have set at the beginning of the school year as well as the informal and formal observations conducted by school administrators. Teachers also partake in a professional learning survey that indicates the type of professional development they are interested in. The professional development team will create a calendar that entails the professional development sessions that have occurred. These professional development sessions will include on-site sessions which are not limited to the following: inter-visitations, study groups, fishbowls, coaching, peer-coaching, mentoring, etc. Off-site professional development sessions will also be offered to teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

To assist pre-school children who are transitioning from early childhood programs the following will be implemented:

- School administrators and guidance counselors will provide orientation sessions for incoming Pre-K students by June 2019.
- School staff will mail a school brochure to families of incoming Pre-K students to share the school’s goals for students.
- Parent coordinator will provide a parent training to families of incoming Pre-K students on how they can prepare their children for school.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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 analysis 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 codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount | Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Place an (X) in Column B below to indicate where a related program activity has been described in this plan.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Title I Part A (Basic)</th>
<th>Federal</th>
<th>$1,029,915.00</th>
<th>X</th>
<th>Section 5A-E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$167,450.00</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$43,598.00</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$6,876,508.00</td>
<td>X</td>
<td>Section 5A-E</td>
</tr>
</tbody>
</table>

### Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide Program pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
• **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

• **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

• **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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</thead>
<tbody>
<tr>
<td>Parent Involvement Policy (PIP)</td>
</tr>
</tbody>
</table>

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 53X, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S. 53X will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
</tbody>
</table>
● 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;

---

**Parental Involvement and School Quality**

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School 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 Every Student Succeeds Act (ESSA);

- 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;

---

**Encouraging School-Level Parental Involvement**

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.

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**School-Parent Compact (SPC)**

P.S. 53X, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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

**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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one): ☒conceptually consolidated (skip part E below) ☐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):

- ☒Before school
- ☒After school
- ☒Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

- ☒K
- ☒1
- ☒2
- ☒3
- ☒4
- ☒5
- ☒6
- ☒7
- ☒8
- ☒9
- ☒10
- ☒11
- ☒12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
### Part B: Direct Instruction Supplemental Program Information

| 14 | 11 | 3 |

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 53X, we work diligently to ensure that our students are critical thinkers and self-regulated learners. Based on the ELL data, students are engaged in various learning opportunities, aimed at enhancing their language acquisition process and academic performance. The following are some of the extended day opportunities which are available to our ELLs here at P.S. 53X. First, there is the Morning Academy designed for students in 3rd through 5th grade. The morning academy is designed to help ELLs who have zero to four years of instruction. The morning academy takes place on Tuesdays, Wednesdays and Thursdays from 7:00 a.m. to 8:00 a.m. There will be a total of 96 sessions of the Morning Academy. There are three classes. Each class has at least twenty students. There are three bilingual/ENL teachers who provide services for students that are enrolled in this program.

The newly arrived students are deployed in a bridge, third through fifth grade format, where they receive extra support in mathematics. Each bilingual /ENL teacher emphasizes the four mathematical operations and strategies to solve word problems. The language of instruction is Spanish. The instructional material which is used the Envision Program. Also, word problems are taken from the Engage NY website. Students who have completed a year of schooling receive ENL instruction in order to enhance their English language acquisition process. The teachers emphasize the four language modalities by having students speak, listen, read and write about text analysis. The bilingual / ENL 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 and supervisor. Passages are selected based on the students’ cognitive abilities and language development stage.

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

After-school ELL classes encompasses 3rd through 5th grades. There are three classes. There is an after-school ELL classes for newly arrived students from Africa. This class meets on Tuesdays from 3:20 p.m. through 5:30 p.m.; as well as on Wednesdays from 2:20 p.m. through 4:30 p.m. - for two hours per day. This program will have sixty four sessions. There are at least twenty students in this class taught by a bilingual / ENL teacher. The bilingual / ENL teacher emphasizes the four language modalities by having students speak, listen, read and write about text structure. The bilingual / ENL teacher emphasizes the language structure used in the text, as well as the message embedded in the text. The instructional materials of the academy are crafted by the teacher with the guidance of the school’s 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 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
Part B: Direct Instruction Supplemental Program Information

2:20 p.m. to 4:30 p.m. 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. After-school ELL classes encompasses 3rd through 5th grades. There are three classes. There is an after-school ELL classes for newly arrived students from Africa. This class meets on Tuesdays from 3:20 p.m. through 5:30 p.m.; as well as on Wednesdays from 2:20 p.m. through 4:30 p.m. - for two hours per day. This program will have sixty four sessions. There are at least twenty students in this class taught by a bilingual / ENL teacher. The bilingual / ENL teacher emphasizes the four language modalities by having students speak, listen, read and write about text structure. The bilingual / ENL teacher emphasizes the language structure used in the text, as well as the message embedded in the text. The instructional materials of the academy are crafted by the teacher with the guidance of the school’s 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 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 p.m. to 5:30 p.m. and on Wednesdays from 2:20 p.m. to 4:30 p.m. 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. After-school ELL classes encompasses 3rd through 5th grades. There are three classes. There is an after-school ELL classes for newly arrived students from Africa. This class meets on Tuesdays from 3:20 p.m. through 5:30 p.m.) and Wednesdays (from 2:20 p.m. through 4:30 p.m.) for two hours per day.

Spring Academy (K through 2nd grade) 3 classes

A spring Academy, geared at Kindergarten through second grade classes. The spring academy is tailored to provide academic support to the three tiers: below, at, and above grade levels. 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 opportunities. 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 March and ends the last week of May. It will be three times per week, Tuesday, Wednesday and Thursday, from 2:30 p.m. to 4:30 p.m. on Wednesdays and Thursdays and from 3:20 p.m. through 5:30 p.m. on Tuesdays. The program was designed to have thirty sessions. There are three classes. Each class is led by a Bilingual / ENL 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 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 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 2nd grade) 3 classes

A NYSESLAT Academy will be hosted at the school for kindergarten through second grade students. There will be three classes. The NYSESLAT Academy is designed to guide students on developing test taking strategies by working on quiet, individual, and time oriented tasks. Students are placed homogenously, based on their academic language development. The program starts the last week of January and ends on the third week of May. The program is a Saturday Academy from 9:00 a.m. through 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 bilingual / ENL teachers emphasize the four language modalities by having students speak, listening, reading and writing about texts being analyzed. The Bilingual / ENL 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. At P. S. 53X, we use our
### Part B: Direct Instruction Supplemental Program Information

Literacy materials to support our ELLs. ENL classes are offered to parents. Those classes are free of cost to the Title III OTPS ELL’s participate and field trips that support the curriculum and buses are scheduled through OTPS. The field trips are scheduled throughout the school year. Those trips are in alignment with the curriculum, so they are no cost to the Title III program.

### Part C: Professional Development

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

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

Begin description here:

#### Part C: Professional Development

Teachers receive Professional Development at no cost to the Title III program. Our teachers who support our ELL’s have a year of professional development plan. The professional development sessions include online professional development with Stanford University. Teachers also participate in professional development opportunities offered by the NYCDOE. Teachers will engage in at least one session per month during the course of the school year. 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 outcome of a data-driven conversation. The following outlines the workshops and professional development in which the ESL and bilingual teachers will participate:

1. **E-Courses** Teachers are invited to participate on e-courses at Stanford University. From October to December, they will participate on an e-class on how to develop their ELL academic language. Teachers register for multiple professional development sessions offered by the NYCDOE once a month.

2. **Data Team Meetings** Teachers meet in grade alike data team meetings to discuss their students' strengths and weaknesses. They also discuss possible strategies to enhance their students' academic performance and language development.

3. **Outside the School PD Sessions** Cluster’s ESL workshops, OEL workshops and NYU PD development, BETAC workshops and any other professional development opportunities provided by the Department of Education.

4. **The Impact of Professional Development.** Professional Development will impact the progress of ELL's, evidenced by the improvement of expressive language, increase use of complex vocabulary when speaking and an improvement in the rate of oral reading fluency.

5. **Maintaining Records** - Parents will receive a letter regarding the ELL's Academic Program - Teachers will submit a monthly attendance log to supervisors - Supervisors will compile agendas of professional development sessions in which teachers have participated.

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#### 2- Data Team Meetings

Teachers meet in grade alike data team meetings to discuss their students' strengths and weaknesses. They also discuss possible strategies to enhance their students' academic performance and language development.

#### 3- Outside the School PD Sessions
Part C: Professional Development

Professional development sessions will take the format of: Cluster’s ESL workshops, OEL workshops and NYU PD development. BETAC workshops and any other professional development opportunities provided by the Department of Education.

4- The Impact of Professional Development. Professional Development will impact the progress of ELL’s, evidenced by the improvement of expressive language, increase use of complex vocabulary when speaking and an improvement in the rate of oral reading fluency.

5- Parents will receive a letter regarding the ELL's Academic Program - Teachers will submit a monthly attendance log to supervisors - Supervisors will compile agendas of professional development sessions in which teachers participate.

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: ____

Parental Engagement Activities. This refers to 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.

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 sixteen 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 classes provided to the parents are free. The personnel, who were selected to facilitate the ESL parent classes understand the cultural backgrounds and the 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 technological component to enhance the parents' English language. Computer skills, Town-hall 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. The school has a monthly calendar for parents which outlines all the activities of the month. During parent workshops, members of staff are deployed to assist with translation. -We provide at least one academic workshop for parents of ELL’s to engage in throughout the course of the year. - Monthly calendars are translated and sent home to parents. -All records of attendance and agendas are maintained by the supervisor.
### Part D: Parental Engagement Activities

- 
- 

### Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Bronx</td>
<td>53</td>
</tr>
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</table>

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 |
| Coach     | Ms. S. Ferguson     |
| ENL (English as a New Language)/Bilingual Teacher | School Counselor |
| Teacher/Subject Area | Ms. R. Lopez |
| Teacher/Subject Area | Mr. P. Infante |
| Related-Service Provider | Ms. D. Raffington |
| Superintendent | Ms. L. Rodriguez-Rosario |

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 | 3 |
| 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 (%) | 27.60% |
A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

- Transitional bilingual education program (TBE) [ ] Yes [ ] No
- Dual language program (DL) [ ] Yes [ ] No
- Freestanding ENL [ ] Yes [ ] No

If yes, indicate language(s):
- Spanish

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

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.
2. What structures do you have in place to support this effort?
   At PS 53X teachers have common prep to meet in teach team discussions about their students’ progress and difficulties. Selected students receive I Ready services to provide the necessary remediation and/or enhancing support. There are parent meetings to provide parents with ideas on how to support their children at home.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Students receive I Ready services. Struggling students are also pulled out for academic support. Instructional task cards are designed at the students’ ‘zone of proximal development’. The school instructional support also provide twenty minutes for guided practices to provide direct support to students according to their academic needs.

5. How does your school use 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 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 instances, an evaluation process is started to further support the child.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   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.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   Teachers will be involved in a professional development series about how to enhance ELLs’ writing skills. The students are also invited to the Early Academy to enhance their writing skills. The students in grade 1 through 5 will be involved in writing and reading activities during the 135 minutes of the literacy block. Teachers will confer with their students to enhance their writing skills.

Part IV: ELL Programming

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 homogenous 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 advance 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 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.
6. 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.

7. 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 after-school 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.

8. 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.

- ELLs present difficulty on developing academic writing pieces. This school year teachers will continue using checklist, conferencing and modeling how to write academic pieces. The TAG writing will be used on Tuesdays and Thursdays to engage on analyzing their peers' writing and offering ideas to improve the ideas. This promote the peer feedback making the students' voice heard and the teacher just offers guidance.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
I Ready, Ready Gen, Wilson, Foundations and Literature Works

10. If you had a bilingual program, what was the reason you closed it?
N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
New arrival students are invited to the Early Academy program. The ELLs who have more than three years in the country and who performed at the Transitional or higher level in the NYSESLAT are invited to the after school and Saturday academies. Holiday Academies offer equal services for ELLs and no-ELLs.
12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

I Ready, Ready Gen and Envisions are the main instructional resources used at PS 53. Instructional task cards are developed in alignment with the curriculum and learning target. The task card is scaffolded to provide equal learning opportunities to all students.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

DRA and pre and post assessment of each instructional unit.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Each Assistant Principal meets with teachers to develop the learning task cards and reviews them to ensure they are properly scaffolded according to the each subgroups. Instructional artifacts are developed to provide extra support to the students.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

NA

16. 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).

New arrivals are invited to the early academy program. Their placement tests and NYSESTELL provide a general overview of the students' academic strengths and weaknesses.

17. What language electives are offered to ELLs?

NA

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

a- Self contained. The language alternates by day.
   b- Spanish and English
   c. The language is separated by day not by subjects.
   d. Sequential

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**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 and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional Development is organized according to the teachers' needs according to the Advance data. Also based on the students' performance specific areas are identified across grades and/or a grade and professional development sessions are organized to support the teachers.

Generation Ready coaches, the Universal Literature coaches and the school achievement coaches provide tailored support in specific areas.
2. 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.

On Mondays, the teachers are immersed in Professional Development sessions. Some sessions are for all teachers and others are disaggregated. The Assistant Principal in charged of Professional Development keeps the agendas and attendance sheets.

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?

ELLs' parents are invited to monthly meetings to become familiar with the instructional focus of the month and how to help their children at home. Also a newsletter is sent home. There is an ENL programs for parents Monday through Thursday from 9 am to 11am.

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

Parents are always welcome at PS 53X. There are monthly meetings to explain the monthly academic focus per grade and activities to support their kids.

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:
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Collin Wolfe, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tr>
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<td>Principal</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Lorena A. Moreno</td>
<td>Assistant Principal</td>
<td></td>
<td>06/30/2017</td>
</tr>
<tr>
<td>Sonja Sylvers</td>
<td>Parent Coordinator</td>
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<td>06/30/2017</td>
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<tr>
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<tr>
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<tr>
<td>Leticia Rodriguez-Rosario</td>
<td>Superintendent</td>
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<td>06/30/2017</td>
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<tr>
<td>Luis Quan</td>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tr>
<td>Lorena</td>
<td>Moreno</td>
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</tr>
<tr>
<td>Sonja</td>
<td>Sylvers</td>
<td>PC</td>
<td>No</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - 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 and French speaking translators. 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
### Part B: Communications Calendar & Language Services

#### 1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade meetings</td>
<td>Monthly</td>
<td>The plan is translated into English by the translation team</td>
</tr>
<tr>
<td>Report cards</td>
<td>November and April</td>
<td>Multilingual staff members will be available for translations upon request.</td>
</tr>
<tr>
<td>Tuesdays Parent Meetings</td>
<td>Weekly</td>
<td>Staff members are assigned by floors to help parents</td>
</tr>
<tr>
<td>School Events</td>
<td>Monthly</td>
<td>Selected staff members translate to parents</td>
</tr>
</tbody>
</table>

#### 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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade meetings</td>
<td>Monthly</td>
<td>Identified staff members will translate to parents as they request.</td>
</tr>
<tr>
<td>Report cards</td>
<td>November and April</td>
<td>Identified staff members will translate to parents as they request.</td>
</tr>
<tr>
<td>PA Meetings</td>
<td>Monthly</td>
<td>Identified staff members will translate to parents as they request.</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

The translation team will be placed in strategic locations to translate to parents as per request.

The evacuation sites and routes are translated so they will be distributed to parents.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

During the Mondays professional development sessions, different sessions are crafted and organized about the CR A-663.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)

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 E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.