



**PS 154**  
**MUSEUM ALLIANCE FOR SCIENCE AND TECHNOLOGY**

**2010-2011**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 15K154**  
**ADDRESS: 1625 11<sup>TH</sup> AVENUE, BROOKLYN, NY 11215**  
**TELEPHONE: 718-768-0057**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 154      **SCHOOL NAME:** Museum Alliance for Science and Technology

**DISTRICT:** 15      **SSO NAME/NETWORK #:** CFN 409

**SCHOOL ADDRESS:** 1625 11<sup>th</sup> Avenue

**SCHOOL TELEPHONE:** 718-768-0057      **FAX:** 718-832-2573

**SCHOOL CONTACT PERSON:** Samuel Ortiz      **EMAIL ADDRESS:** [Sortiz5@schools.nyc.gov](mailto:Sortiz5@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON**

\_\_\_\_\_  
Samuel Ortiz

**PRINCIPAL**

\_\_\_\_\_  
Samuel Ortiz

**UFT CHAPTER LEADER**

\_\_\_\_\_  
Connie Pattison

**PARENTS' ASSOCIATION  
PRESIDENT**

\_\_\_\_\_  
Chris Werben

**NETWORK LEADER**

\_\_\_\_\_  
Neal Opromalla

**COMMUNITY SCHOOL DISTRICT  
SUPERINTENDENT**

\_\_\_\_\_  
Anita Skop

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Samuel Ortiz	*Principal or Designee	
Connie Pattison	*UFT Chapter Chairperson or Designee	
Debby Wattenbarger	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Anne McBrearty	Member/	
Melinda Fought	Member/	
Stefanie Concannon	Member/	
Laura Varriale	Member/	
Rosemary Graham	Member/	
Suzie Treinen	Member/	
Dierdre Corcoran	Member/	
Eva Lewendowski	Member/	
Annette Taconelli	Member/	
Kira Smith	Member/	
Regina Witkowski	Member/	
Deb Capone	Member/	

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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PS 154, Museum Alliance for Science and Technology, is a small Pre-K to 5 school in the Windsor Terrace section of Brooklyn. The building is a landmark in the community having been erected in 1909. The school houses 450 students with ethnic backgrounds including; White, Black, Latino, and Asian. As the Windsor Terrace community has grown in recent years, so has the school. To accommodate the growing numbers of students, PS 154 has added classes in Kindergarten, first, and second grade as well as collaborative team teaching classes on those grades. PS 154 emphasizes community. We have monthly and annual community building events like First Fridays, the Spring Carnival and Ice Skating in Wollman Rink.

PS 154 is a high performing school. About 70% of students are performing at or above grade-level standards on standardized exams in literacy and math. The analysis of this data has shifted our school-wide focus to enrichment. With teachers and administration working in partnership with parents and local politicians, PS 154 strives to enrich the lives and learning of our students through various arts programs, a science rich curriculum and the infusion of technology into our daily learning experiences. Relationships with the Brooklyn Museum, the American Museum of Natural History and programs like Family Science Night and "Meet the Author" help us to achieve our enrichment goals.

PS 154 has had many great accomplishments over the last couple of years. Some of our accomplishments include:

- Awarded \$760,000 grant from local politicians to build environmentally-friendly school playground
- We are the first New York City public school to abandon the use of Styrofoam lunch trays making the switch to a biodegradable lunch tray made from sugarcane

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		Magnet School for Science & Technology								
<b>District:</b>		15	<b>DBN:</b>	15K154	<b>School BEDS Code:</b>	331500010154				
DEMOGRAPHICS										
<b>Grades Served:</b>	Pre-K	√	3	√	7	11				
	K	√	4	√	8	12				
	1	√	5	√	9	Ungraded	√			
	2	√	6		10					
<b>Enrollment</b>					<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K	54	56	36		94.7	94.7	TBD			
Kindergarten	74	87	90							
Grade 1	59	74	84	<b>Student Stability - % of Enrollment:</b>						
Grade 2	46	57	63	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 3	61	49	54		97.0	96.6	TBD			
Grade 4	51	63	48							
Grade 5	74	52	66	<b>Poverty Rate - % of Enrollment:</b>						
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 7	0	0	0		34.5	29.2	36.0			
Grade 8	0	0	0							
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>						
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 11	0	0	0		0	7	TBD			
Grade 12	0	0	0							
Ungraded	3	0	3	<b>Recent Immigrants - Total Number:</b>						
Total	422	438	444	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
					1	2	3			
<b>Special Education Enrollment:</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes	11	8	10	Principal Suspensions	0	1	TBD			
# in Collaborative Team Teaching (CTT) Classes	7	14	15	Superintendent Suspensions	0	2	TBD			
Number all others	43	39	38							
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
				CTE Program Participants	0	0	0			
				Early College HS Program Participants	0	0	0			
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>						
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	34	33	TBD			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	21	24	29							

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	1	11	Number of Administrators and Other Professionals	6	7	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	3	TBD
<b>Overage Students</b> (# entering students overage for grade)				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	64.7	72.7	TBD
				% more than 5 years teaching anywhere	67.6	57.6	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				<b>% Masters Degree or higher</b>			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	94.0	88.0	TBD
American Indian or Alaska Native	1.7	1.6	0.9		95.6	97.4	TBD
Black or African American	11.8	11.2	7.2				
Hispanic or Latino	25.6	25.8	24.3				
Asian or Native Hawaiian/Other Pacific Isl.	5.2	6.8	7.4				
White	55.7	53.0	55.2				
<b>Male</b>	48.1	47.3	46.8				
<b>Female</b>	51.9	52.7	53.2				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
√	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>				<b>Category</b>		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile  
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
<b>Student Groups</b>	<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>ELA</b>	<b>Math</b>	<b>Grad Rate**</b>	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√	-				
Multiracial		-	-				
Students with Disabilities	√	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
<b>Student groups making AYP in each subject</b>	<b>5</b>	<b>4</b>	<b>1</b>				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2008-09</b>				<b>Quality Review Results – 2008-09</b>			
<b>Overall Letter Grade:</b>	A			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	78.5			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	9.6			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17.1			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	48.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	3						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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### **Student Performance Trends**

- The percentage of students performing at or above grade level in English language arts in grades 3, 4, and 5 rose from 78.9 to 86.
- The percentage of students performing at or above grade level in math in grades 3, 4, and 5 rose from 88.2 to 93.3.
- The percentage of students making a year's progress in English language arts in grades 3, 4, and 5 rose from 57.4 to 65.1.
- The percentage of students making a year's progress in math in grades 3, 4, and 5 rose from 75.7 to 78.3.
- The percentage of students performing at or above grade level in Social Studies on the NYS Social Studies exam in grade 5 rose from 78% in 2007 to 81% in 2008.
- The percentage of students performing at or above grade level in science on the NYS Science exam in grade 4 rose from 78% in 2008 to 89% in 2009.

### **Greatest Accomplishments**

- Continuous rise in students performing at or above grade level in English language arts and math from 2003 to 2008
- Raising our progress report score from a D in 2006 – 2007 to a B in 2007 – 2008 and now to an A in 2008 - 2009.
- Making exemplary proficiency gains with our special education students and Hispanic students

### **Aides to Continuous School Improvement**

- Relationships with community based organizations to support science and social studies curriculums
- Support from local and state politicians to bolster technology use
- Small class size in the lower grades
- Strong partnership with parents to support enrichment goals
- Supportive and collaborative staff members

## **Barriers to Continuous School Improvement**

- Small building with a growing population of students.
  - As the community has grown, the school has opened new classes to accommodate these students. However, the school has closed its library and a Pre-K classroom to accommodate more lower grades classes and will be forced to eliminate other programs (Pre – k class, science lab, or computer lab) as we continue to grow.
- Part-time Support Staff
  - The school is funded for part-time support staff. Our guidance counselor, school psychologist, social worker, and ESL teacher are all part-time

No gymnasium

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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- **By June 2011, launch the following wellness initiatives:**
  - **Physical Exercise – increase the number of opportunities for children in K – 5 to exercise during the school day**
  - **Cafeteria food – work with SchoolFoods to choose healthier menu options and a salad bar**
  - **Food in the classroom – define a policy for celebrations in the classroom (birthdays, holidays)**
  
- **By June 2011, we will expand the Caring School Community Program to include school-wide community building activities and homeside activities which will result in a more positive school community climate as measured by a 0.1 increase in the Safety and Respect section of the 2010 – 2011 Learning Environment Survey.**
  
- **By June 2011, 100% of classroom teachers in grades K - 5 will participate in professional development to expand their repertoire of ELA strategies to differentiate instruction resulting in 65% of all students in grades K – 5 attaining grade level proficiency in ELA by June 2011 as measured by the final administration of the Teachers College Reading Assessment.**
  
- **Teachers will work to align present ELA Curriculum with the Common Core Standards for Reading. By June 2011, 20% (2 out of 7 teams) of grade level inquiry teams will work on the alignment of our schools reading curriculum with the common core standards.**

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** Wellness

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• By June 2011, we will increase the opportunities for our students to live healthier lives through increased physical exercise and the option to make healthier food choices by 5% according to internal scheduling data and added options to the present OSFNS school food menu.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• A Wellness Committee, a sub-committee of the SLT, will meet throughout the year. It will be staffed by teachers, administrators, and parents.</li> <li>• Physical Exercise – increase the number of opportunities for children in K – 5 to exercise during the school day             <ul style="list-style-type: none"> <li>• The Physical Education cluster will make use of the Park Slope Armory to expand our PE offerings each month as well as incorporate time for grade-level physical education where the schedule allows.</li> </ul> </li> <li>• Cafeteria food – work with SchoolFoods to choose healthier menu options and add a salad bar to the menu one day a week.             <ul style="list-style-type: none"> <li>• The Garden Committee will work to incorporate items grown in the new school garden into the salad bar.</li> </ul> </li> <li>• Food in the classroom – define a policy for food consumption during in-school celebrations (birthdays, holidays, etc.)             <ul style="list-style-type: none"> <li>• Wellness Committee will survey teachers with respect to food that is served during classroom celebrations.</li> </ul> </li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Utilize parent volunteers to serve salad on salad bar days</li> <li>• School buses will be used to transport students to and from the Park Slope Armory.</li> <li>• Wellness Committees, made up of staff, parents and students, will meet on a monthly basis.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Administration will conduct mid and end-of-the-year assessments of weekly time dedicated to physical activity.</li> <li>• A clear policy for classroom celebrations will be defined by the Committee and communicated to all teachers and parents.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA (common core standards)

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Teachers will work to align present ELA Curriculum with the Common Core Standards for Reading. By June 2011, 20% (2 out of 7 teams) of grade level inquiry teams will work on the alignment of our schools reading curriculum with the common core standards.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Inquiry and Grade Level Teams will meet monthly to collect and analyze data and monitor student progress.</li> <li>• Core inquiry team members will meet monthly to monitor the progress of grade level teams.</li> <li>• Classroom teachers will collaborate to analyze data on Acuity, ARIS, and internal assessments.</li> <li>• All Inquiry Team members will create and maintain binders to document their work.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• TL Children First Inquiry Team Funds. \$7144 for supplies, per session and per diem for Core Team Meetings.</li> <li>• TL Data Special Funds for per session in the amount of \$2518 for PD planning and data management</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Revised curriculum maps</li> <li>• Inquiry team data binders</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** School Community

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• By June 2011, we will expand the Caring School Community Program to include school-wide community building activities and homeside activities which will result in a more positive school community climate as measured by a 0.1 increase in the Safety and Respect section of the 2010 – 2011 Learning Environment Survey.</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will implement the Caring School Community program weekly for the first 8 weeks and then as needed.</li> <li>• CSC Committee selects books for the book of the month program and designs accompanying lessons for staff implementation.</li> <li>• Implement cross age buddies program monthly to build a caring school community.</li> <li>• In the fall, a welcome letter to parents outlining the program will be distributed and a parent workshop will be conducted at the second PTA meeting to actively engage parents as members of the caring school community program.</li> <li>• Grade level common planning with teacher once per month</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• \$7,000 to fund Book of the month program centered around community building themes.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Formal and informal observations by school administration
- Learning Environment Survey

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Literacy/Professional Development

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of classroom teachers in grades K - 5 will participate in professional development to expand their repertoire of ELA strategies to differentiate instruction resulting in 65% of all students in grades K – 5 attaining grade level proficiency in ELA by June 2011 as measured by the final administration of the Teachers College Reading Assessment.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers College staff developer will lead 25 sessions of professional development in ELA</li> <li>• Teachers in grades K - 5 will meet in grade level teams to plan curriculum in literacy</li> <li>• Teachers will attend professional development sessions at Teachers College to support the units of study</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• TL FSF - \$28,000 – Curriculum Contracts – Teachers College Professional Development</li> <li>• TL FSF- \$15,000 – per diem – substitute teachers to allow classroom teachers to participate in professional development.</li> <li>• Schedule will be adjusted for common planning time across each grade</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Observations by school administration in January and March to monitor progress</li> <li>• Collection of teacher lesson plans</li> <li>• Student work related to workshop content</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	30	30	N/A	N/A				
2	30	30	N/A	N/A				
3	19	19	N/A	N/A				
4	16	16						
5	22	23						
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	Guided Reading is provided to small groups during the school day- no more than 5 students in a group for 20 minutes 3x per week.
<b>Mathematics:</b>	Small math groups are ongoing in classroom
<b>Science:</b>	Small group instruction
<b>Social Studies:</b>	Small group instruction
<b>At-risk Services Provided by the Guidance Counselor:</b>	Guidance is provided to small groups 1x per week for 30 minutes
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	Guidance is provided to small groups 1x per week for 30 minutes
<b>At-risk Health-related Services:</b>	

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

**Section I. Student and School Information**

Grade Level(s) K – 5                      Number of Students to be Served:     28     LEP      Non-LEP

Number of Teachers     1                          Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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The ESL instructional program at P.S. 154 consists of 9 sets of students, grouped by English language proficiency as determined by their scores on the NYSESLAT and LAB-R exams. Groups are also determined by students’ grade level and learning styles. The language of instruction is English.

P.S. 154 has approximately 28 ELLs from grades K-5. Some of these ELLs include special education, and students who are considered to be “at-risk.” At PS 154 we follow a push-in/ pull-out program, in which a licensed ESL instructor goes into the classroom to provide support to a targeted group of ELLs., or works with small groups of children to receive the necessary ESL services.

The ESL curriculum at P.S. 154 is based upon the Balanced Literacy model in which ESL instruction corresponds with the school-wide literacy and subject matter objectives. For students in the beginning stages of language acquisition, the focus of instruction is on acquiring basic interpersonal communication skills (BICS). The emphasis of instruction is on language input, using strategies to help make input meaningful to students, and tapping prior knowledge to help students connect new language to familiar topics. The ESL teacher and students engage in guided reading, interactive read alouds and storytelling with visual supports. Realia, props, visuals and facial expressions are used to provide contextual support, helping to make messages in English more comprehensible. In addition, poems, chants, and songs are used to involve students in a low-risk environment. These scaffolding techniques give students ample opportunity to hear and internalize theme-related vocabulary, language patterns and structures. Furthermore, the use of positive feedback and correction by teacher modeling help create a low-stress environment that encourages learners to take risks and experiment with language.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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The ESL teacher attends staff development sessions inside and outside of the school. P.S. 154 plans to hold professional development workshops in the following areas:

- Shared reading and writing as it relates to ELLs
- The use of technology as it relates to ELLs
- The use of specialized strategies, including scaffolding, to meet the needs of ELLs.
- ELL standards and ways to help ELLs improve test performance

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
  - Home language survey is used at initial school registration to compile list of all families whose home language is other than English and whether families have specific communication needs. Information is recorded in ATS and disseminated to the appropriate staff, including teachers and parent coordinator.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
  - 25 spanish

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
  - a. **Letters home are translated to Spanish by teacher, Irene Vasquez (In house) on an as needed basis. Signage throughout the school is posted in English and Spanish.**
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
  - a. **Oral translation in Spanish is done by our family worker, IEP teacher, and paraprofessionals on as needed basis, all of whom are in house.**
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
  - a. **Parental notification of non English speaking parents is done through school personnel as mentioned above. The Principal's communications regarding rules, regulations as well as school information is done via translated memorandum. Our family workers who are on the school premises are available during the day for the Spanish speaking families. We also access the translation unit's services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students.**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Magnet School for Science & Technology					
<b>District:</b>	15	<b>DBN:</b>	15K154	<b>School</b>		331500010154

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	56	36	18		94.7	94.7	95.3
Kindergarten	87	90	92				
Grade 1	74	84	87	<b>Student Stability - % of Enrollment:</b>			
Grade 2	57	63	79	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	49	54	54		97.0	96.6	96.6
Grade 4	63	48	56				
Grade 5	52	66	45	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		34.5	36.0	29.4
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	7	6
Grade 12	0	0	0				
Ungraded	0	3	4	<b>Recent Immigrants - Total Number:</b>			
Total	438	444	435	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	2	3

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	8	10	0	Principal Suspensions	0	1	4
# in Collaborative Team Teaching (CTT) Classes	14	15	19	Superintendent Suspensions	0	2	0
Number all others	39	38	41				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	34	33	34
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	6	7	4
# receiving ESL services only	24	29	TBD				
# ELLs with IEPs	1	11	TBD	Number of Educational Paraprofessionals	3	3	5

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	64.7	72.7	85.3
				% more than 5 years teaching anywhere	67.6	57.6	67.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	1.6	0.9	0.9	% core classes taught by "highly qualified" teachers	95.6	97.4	97.9
Black or African American	11.2	7.2	6.4				
Hispanic or Latino	25.8	24.3	23.9				
Asian or Native Hawaiian/Other Pacific	6.8	7.4	8.5				
White	53.0	55.2	57.7				
<b>Male</b>	47.3	46.8	47.8				
<b>Female</b>	52.7	53.2	52.2				

#### 2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial		-	-				
Students with Disabilities	v	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
<b>Student groups making</b>	<b>5</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	40.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	7.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	22.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.5						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN-409</b>	District <b>15</b>	School Number <b>154</b>	School Name <b>Museum Alliance for</b>
Principal <b>Sameul Ortiz</b>		Assistant Principal <b>Eric Havlik</b>	
Coach <b>n/a</b>		Coach <b>n/a</b>	
Teacher/Subject Area <b>Elana Rabinowitz/ESL Teacher</b>		Guidance Counselor <b>Kristin O'Rourke</b>	
Teacher/Subject Area <b>n/a</b>		Parent <b>n/a</b>	
Teacher/Subject Area <b>n/a</b>		Parent Coordinator <b>Diana Plunkett</b>	
Related Service Provider <b>Irene Vasquez/SETTS</b>		Other <b>n/a</b>	
Network Leader <b>Neal Opromalla</b>		Other <b>n/a</b>	

### B. Teacher Qualifications

Please 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 ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>435</b>	Total Number of ELLs	<b>32</b>	ELLs as Share of Total Student Population (%)	<b>7.36%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

#### OVERVIEW

PS 154 is located in the Windsor Terrace section of Brooklyn, New York. At present the school serves approximately 435 students, 6.9% are ELLs. The school's ethnic population is as follows: 57.24% White, 21.37% Hispanic, 6.43% Black, .91% American Indian and 8.27% Asian and 5.74% are multi-racial. In compliance with the wishes of parents as expressed in the parent survey, PS 154 has a freestanding ESL (English as a Second Language) program for grades K-5. In the 2010-2011 school year PS 154 identified 32 ELLs (English Language Learners): 24 native Spanish speakers, 4 Russian speakers, 1 Ukranian speaker and 2 Urdu speakers. Some of these ELLs include special education students from CTT classes as well student's with IEP's. Based on the results of the 2010 NYSESLAT the school has 6 students at the Beginning level, 11 at intermediate and 4 as advanced. The ELL population at PS 154 performs lowest in the reading and writing strand of the NYSESLAT.

For the 2010-2011 school year, the numbers of students who receive ESL services by grade are as follows:

Grade	Number of Students
K	9
1	9
2	6
3	4
4	2
5	2

The parents of ESL students at P.S. 154 chose for their children to be enrolled in a Freestanding ESL program rather than a bilingual or dual language program based on the information obtained from the Home Language Survey. The choice for ESL instruction has been consistent across grades and within various language backgrounds.

The process for the identification of ELL students is as follows:

Once a child is admitted to the NYC school system, the parents are then involved in the decision-making process of the children. First, parents are given a Home Language Survey (HLIS) to identify the child's language proficiently. This survey is given in the language the parent or guardian is most proficient in by a licensed pedagogue. Translators are available to assist parent's who may need assistance in filling out the questions. A licensed pedagogue then conducts an informal interview (with the help of a translator if need be) to determine if a formal assessment is necessary. If the child is identified as being dominant in a language other than English, the child is given the Language Battery Assessment (LAB-R) within 10 days of enrollment by a pedagogue to determine if the child should receive ESL or Bilingual services. In addition, if a child is deemed eligible for ESL services, they are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their level of proficiency. The child takes the NYSESLAT exam until they are proficient in the English Language.

To assist the parents in making the most informed choice, an orientation is given by the ESL teacher in conjunction with the Parent Coordinator. This orientation describes the various programs available in New York City. These programs include: Free standing ESL, Dual Language and Bi-lingual. Parents are able to view a parent information video, where the various programs are presented in their native language. Translators are also available to answer parent's questions. Parent brochures are given out in a myriad of languages to assist in understanding of each available program. Parents then complete the parent selection form and parent survey and the school assists in finding the appropriate programs. If a parent is unable to attend the orientation a private meeting is set up with the ESL teacher to discuss the options available. These orientations are given twice a year.

The parents of ESL students at P.S. 154 chose for their children to be enrolled in an ESL program rather than a bilingual or dual language program based on the information obtained from the Home Language Survey. The choice for ESL instruction has been consistent across grades. If a parent prefers for their child to be enrolled in a bilingual or dual language program, information on these schools is presented as well.

# Part III: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	9	9	6	4	2	2								32
<b>Total</b>	9	9	6	4	2	2	0	0	0	0	0	0	0	32

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	5
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	28	0	5	4	0	0	0	0	0		32
<b>Total</b>	28	0	5	4	0	0	0	0	0		32

Number of ELLs in a TBE program who are in alternate placement:

## C. Home Language Breakdown and ELL Programs

### Transitional Bilingual Education

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	7	4	4	1	1								24
Chinese						1								1
Russian	1	1	1	0	1									4
Bengali														0
Urdu		1	1											2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	<b>9</b>	<b>9</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>32</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Currently, PS 154 uses the push-in/pull-out ESL model based on the needs of the students. A licensed ESL instructor works with students in groups based on both level and grades. This year we are specifically using the push-in model for our CTT classes, to limit the number of pull-out services for our ELLs with special needs.

The ESL teacher services works with the specified hours mandated to instruct the children based on proficiency levels.

The instructional materials used to support the learning of ELLs vary depending on grade and level. With more advanced ELLs; we mostly use the same classroom materials as the mainstream class. The ESL room contains additional instructional materials, including a large leveled library. Beginning ELLs use lower level books and the Leapfrog Learning Program for vocabulary development. Beginners also participate in games and small group activities that help with such skills as initial and ending sounds, rhyming words, and other phonics skills.

The Balanced Literacy Workshop Model is used as a guide in ESL instruction, in addition to other content instruction throughout the school. The program is modified to serve the needs of specific ELL students based on their LAB-R results and other assessments. The following is a summary of the methods used in ESL instruction:

- We provide large quantities of comprehensible input: visual aids, concrete objects, contextual clues, and gestures
- We emphasize communication skills wherein the new language is used in meaningful context
- We incorporate engaging and relevant topics to encourage communication
- We communicate using gestures, graphics, and pantomime when appropriate
- We use Total Physical Response (TPR) wherein the child acts out the language being acquired
- We use technology such as computers and audio-visual equipment to aid in instruction
- We integrate ESL methodologies within content area themes as well as ELA

The ESL teacher works in conjunction with the mainstream classes to ensure that teacher's differentiate instruction based on a child's level of proficiency. In addition, the use of a Bi-lingual Intervention Specialist assists specific students to use the child's native language to improve math and literacy skills. This same teacher works to assist ELLs with special needs as well as long term ELLs in giving them extra help and assessments.

There are currently no students who are termed SIFE at PS 154.

When newcomers arrive they are immediately receive an informal orientation. They have access to a special listening center with user friendly materials as well as are given "language buddies" to help them in their initial stages of language development.

Students that are here less than three years are monitored carefully for progress in language aquisition with ESL assessments which target their specific needs. They are often worked with in small groups in their classes to ensure they receive extra help in areas of literacy and basic language skills.

Ells receiving services 4 - 6 years are a large number of ELLs in the upper grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- A morning AIS program, targeting literacy and math four days during the week
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- ELL students who reach proficiency in English continue to receive testing accommodations for two additional transitional years. They are also provided with bilingual dictionaries and glossaries for assistance on exams

At this point PS 154 does not have any Long-Term ELLs.

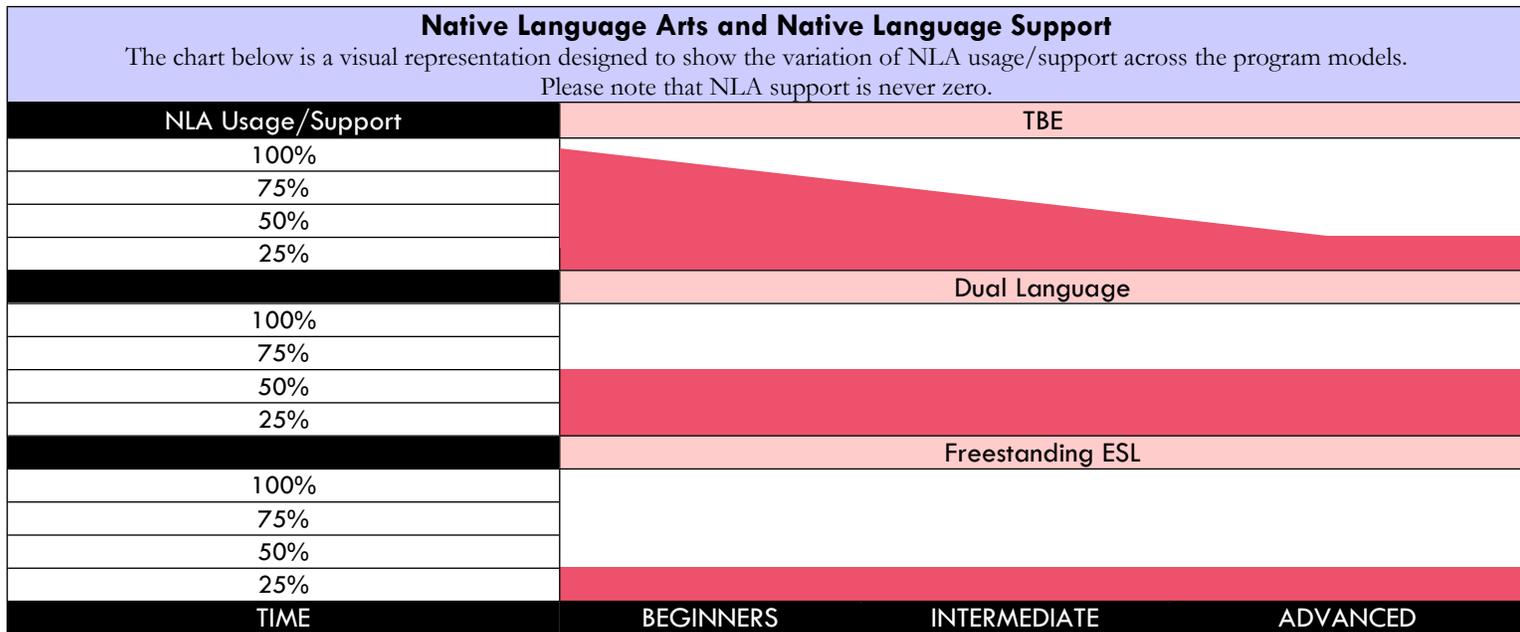
We currently have two CTT classes which include ELL students with special needs. Our policy for special needs students includes: Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. There are frequent collaborations between the ESL teacher and IEP contact person. We monitor newcomer and SIFE student for possible special needs status.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The goal of the ESL program at P.S. 154 is to scaffold mainstream instruction to aid in the English language development of ELLs. We focus on improving the accessibility of content through graphic organizers, visuals, hands-on activities, and the development of general and academic language. We believe that a combination of push-in/pull-out, designed to meet the English proficiency, grade level, and individualized needs of students, allows for a more cohesive learning process in which mainstream classroom content creates the base of all additional ESL instruction and students can miss as little as possible of their mainstream coursework.

In addition to the mandated hours already specified for our ELLs via the ELL push-in pull-out program, PS 154 also provides intervention services to all ELLs. We have a designated SETTS teacher that works individually with ELL students that require additional assistance.

Our transitional ELLs also continue to receive ESL classes as well as testing accommodations that include extended time and separate location on statewide exams.

All classroom teachers have laptops and smart boards that provide additional visual and technological support to our ELLs.

PS 154 recognizes that ELLs require specialized materials. The ESL teacher uses books that are rich in content to promote language and conceptual development, and they are made accessible through the pictures or the print so that students at all levels can benefit. The ESL teacher uses large visuals, graphic organizers, and other materials essential to making content comprehensible. To ensure the effectiveness of ESL instructional delivery, the ESL teacher administers periodic assessments in which the students' products are compared with the standards. This information is also shared with the classroom teachers in an effort to create a support team for effectively meeting the needs of ELLs.

The instructional materials used to support the learning of ELLs vary depending on grade and level. With the more advanced ELLs, we mostly use the same classroom materials as the mainstream classes and supplement with graphic organizers and varied literature. Beginning ELLs use lower level books and various programs to increase language development. Numerous language games, visuals, music and computer programs are used to focus on beginning and ending sounds, rhyming words and basic phonic skills.

Bi-lingual teachers, parent volunteers, parent coordinator and translation services are used to assist in providing native language support. Grade/age appropriate Bi-Lingual dictionaries, computer programs and dual language books are available for all students. Additional materials are provided in student's home languages when deemed necessary.

After an analysis of their scores on the NYSESLAT, ELA and Math assessments as well as teacher feedback, we place students in need in the following intervention services.

- A morning AIS program, targeting literacy and math four days during the week
  - Some students receive additional assistance with a SETTS provider
  - Monitoring the progress of students in all content areas to differentiate instruction for literacy needs

Our Transitional students are still monitored carefully. In some cases students continue to receive ESL instruction for 2 years after they pass

the NYSESLAT.

- ELL students who reach proficiency in English continue to receive testing accommodations for two additional transitional years. They are also provided with bilingual dictionaries and glossaries for assistance on exams

PS 154 is working in conjunction with the after school coordinator to form a special homework club targetting the needs of the ELL students. This program will be offered twice a week after school, and will be free to the ELL community. We hope to increase the number of days this program will be offered.

In addition, a special room has been designated as an ESL technology room. Students now have access to a room with specialized libraries including bi-lingual books and resources as well as individual lap tops to assist them in the language aquisition process.

Presently, we will not be closing or disconituing any programs offered for the ELL students. This year, we hope to continue to expand the programs and materials available to our ELLs.

All our programs will be offered for free to allow as many students to participate as possible.

Our newly enrolled ELLs are given newcomer packets that includes basic vocabulary translated from their native language. They work closely with the parent coordinator to acclimate to the school and discuss our programs as well as additional programs offered to assist them in the neighborhood. They meet with the ESL teacher to discuss strategies and are given materials to assist them at home. Classroom teachers work to prepare the classroom with print rich labels and are given additional technology to assist them in their class.

Our school offers Spanish classes in the afterschool program and some of our ELLs are enrolled in this program.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

PS 154 currently does not offer any Dual Language Programs

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The staff at PS 154 engages in ongoing professional development to improve their instructional strategies and align instruction with NYS learning standards. All mainstream classroom teachers attend ongoing professional development provided by Teachers College that emphasizes differentiated instruction and targeted strategy lessons within the literacy curriculum. This professional development includes in-school mentoring and strategic planning with a trained instructor, in addition to out of school seminars related to the literacy curriculum. Teachers at PS 154 also participate in ongoing professional development through AUSSIE, which includes mentoring on the Everyday Mathematics curriculum and specifically focuses on differentiated instruction for students at different math levels. Teachers of testing grades at PS 154 also engage in long-term professional development related to NYS testing standards. This professional development includes in-school meetings and strategic planning as well as inter-school seminars on test preparation techniques.

The ESL instructor at PS 154 also participates in ongoing professional development related specifically to ESL instruction and NYS learning standards for ELLs. Throughout the 2010-2011 school year she will participate in meetings and seminars offered by PS 154's Empowerment School Network, the topics of which include State requirements for identifying and placing ELLs, effective instruction through the push-in and

pull-out ESL models, ELLs preparation for State testing on the NYSESLAT and content-area exams, and effective instructional strategies within the Balanced Literacy workshop model. The dates and times of these meetings are TBA, but they will take place on a regular basis throughout the school year. The ESL instructor will take part in all school-level professional development concerning content-area curriculum, test preparation, and Enrichment activities so that she can align her planning with the instruction-taking place in mainstream classrooms at PS 154.

Students at P.S. 154 are offered academic intervention, SETTS, speech, guidance counseling, psychological services, occupational therapy, and nurse care as additional support services, and all services are available to ELLs as well as native English-speaking students.

Transitioning from elementary to middle school can be a challenging time. ELLs and their families work with our guidance counselor to determine the best choices for their students. Translators are provided to assist with filling out necessary paper work. Workshops are offered throughout the year to discuss problems of adjustment, academics as well as services and options available in their new schools.

Our staff members attend numerous conferences and professional development that address the needs of ELLs and/or other special need children in their classrooms.

## **E. Parental Involvement**

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

PS 154 has an involved parent community. Each year in addition to the required orientations, we invite the parents of all the ELL parents to discuss the specific needs of their children as well as offer advice to newcomer parents. We evaluate the needs of the parents via a survey that is sent to them annually. In addition, the parent coordinator holds specific conference hours with a translator available to further answer and specific questions and/or concerns of the parents. We use the results of the survey to implement programs and workshops for our community.

Our parent coordinator often checks in with the parents in the community and assists them in meetings, obtaining translations for important school documents as well as serving as a liaison within groups in the community.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including holiday luncheons, international festivals and cultural days. At these events, the school and community can come together to recognize student achievements in arts and academics.
- **After school –** PS 154 offers after school programs that are available to ELL students. These programs are offered daily to augment and compliment the daily school curriculum. A special focus is given to the arts music and language, and in classes that will provide physical activity. In addition, we have introduced a homework help program, which specifically addresses the need of ELL students.

Curriculum Orientation Night is one of the most important events offered to all PS 154 parents at the beginning of the school year. During this event, the staff explains to parents/caregivers the instructional programs that will be covered during the course of the year for each grade level, and they offer advice on students' homework and other academic expectations for the school year. Parents of ELLs attend this Curriculum Orientation Night along with parents of native English-speaking students. In addition to Curriculum Orientation, parents of ELLs at PS 154 are also offered an ESL Parent Orientation meeting at the beginning of each school year. During this orientation the ESL instructor shows an informational video provided by the NYC Dept. of Education, informs parents/caregivers of their program options, describes the ESL curriculum at PS 154, and addresses any questions/and or concerns.

In addition to parent orientations, PS 154 also offers a number of events throughout the year to involve parents/caregivers in their children's education, and all parents are encouraged to attend. In order to involve parents of ELLs in the school community, many parent events and services are designed specifically to address issues related to ELLs. All parent events are organized principally by the parent coordinator, in

collaboration with the ESL instructor and mainstream classroom teachers. A translator is available at any of these events when necessary to assist parents who do not understand English. The following is a list of the events and services offered to parents at PS 154 during the 2010-2011 school year:

- Family Fridays (parents read with students every Friday morning)
- Emergency medical care workshop
- Writing process workshop
- Workshops on state testing and promotional policy
- Asthma awareness workshops
- Winter and Spring Carnivals
- Movie nights
- Family skating
- Student chess tournaments
- Everyday Math training (workshop for parents on math curriculum)
- School bulletin
- Parent handbook (available in Spanish)
- Weekly school-wide newsletter
- Monthly newsletter by grade level
- Curriculum explanations for ESL parents

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	5	1	1	0	0								12
Intermediate(I)	0	4	4	3	0	1								12
Advanced (A)	4	0	1	0	2	1								8
Total	9	9	6	4	2	2	0	0	0	0	0	0	0	32

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	0	0	0	0								
	I	2	0	0	0	0								
	A	3	2	2	1	0								
	P	3	4	1	1	0								
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	2	0	0	2
4	0	1	0	0	1
5	5	0	0	0	5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3		1	1		1				3
4			2						2
5	2		3		1				6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4		1		1				6
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

After careful review of the NYSESLAT data, the patterns revealed were:

- 70% of students are advanced or Proficient in Speaking and Listening
- Students generally score higher in Speaking and Listening than in reading and writing
- Students who are former ELLs are on grade level and in many cases outperforming non-ells
- Long-term Ells are making minimal progress on the NYSESLAT

The implications for instructional decisions based on the assessment data are as follows:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement
- Additional support for Newcomers, using technology and language buddies
- Provide additional support to long term ELLs through an after school academic intervention program
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Differentiated instruction in the classrooms to work with the varied learning styles and needs of ELLs

The ESL program at PS 154 relies on data provided by the LAB-R, NYSESLAT, and New York State ELA and math exams to provide additional support to students identified as limited English language proficient, as well as students who require transitional academic intervention services after passing the NYSESLAT. At PS 154 there are currently 32 students who receive direct ESL services and 4 students who receive supplemental academic intervention for a transitional period after recent passage of the NYSESLAT exam.

Based on the data collected from the NYSESLAT exam, the majority of students (excluding long term ELLs) have increased at least one level of proficiency each year. This progress demonstrates that the freestanding ESL program is benefiting the needs of our ELLs.

### Additional Information

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

Paste additional information here

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		