



P.S. 54 Q

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 28Q054

ADDRESS: 86-02 127TH STREET RICHMOND HILL, NY 11418

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 54 **SCHOOL NAME:** The Hillside School

SCHOOL ADDRESS: 86-02 127th Street Richmond Hill, NY 11418

SCHOOL TELEPHONE: 718-849-0962 **FAX:** 718-847-4629

SCHOOL CONTACT PERSON: Anita Prashad **EMAIL ADDRESS:** APrasha@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: _____

PRINCIPAL: Anita Prashad

UFT CHAPTER LEADER: Ellen Diamond-Jones

PARENTS' ASSOCIATION PRESIDENT: Rachel Osorio

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** 209

NETWORK LEADER: Marlene Wilks

SUPERINTENDENT: Jeanette Reed

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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
Anita Prashad	*Principal or Designee	
Ellen Diamond - Jones	*UFT Chapter Chairperson or Designee	
Rachel Osorio	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Elizabeth Espinoza	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Betsy Meyer	Member/parent	
Christine McGinty	Member/parent	
Sherry Persaud	Member/parent	
Monique Jefferies	Member/DC 37	
	Member/SLT chairperson	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

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.

P. S. 54 is a multicultural community located in Richmond Hill, New York. We have a diverse population composed of many immigrants from Guyana, India, Trinidad and Tobago, Pakistan, the Middle East, Mexico, and South and Central America. Our mission is to provide academic excellence for all children. The population of P.S. 54 consists of general education and special education students. Each class provides differentiated instruction to meet students' educational, social and emotional needs. Our school consists of 21 regular education classes (K-5) and 4 12:1:1 special education classes (K-5).

Our school uses a Balanced Literacy model utilizing Teachers' College Reading & Writing Program in grades K-5. We have added a Literacy Creative Writing cluster. The lower grades use Foundations to teach phonics. Everyday Mathematics is used in the instruction of math in the classroom. Since we are a Title 1 school, the clusters have built in two periods a week where direct instruction is provided to at risk students. Our school also has a Peer-Support System for teachers who move to a new grade utilizing the Literacy Coach and other ancillary staff.

Through various community collaborations, we endeavor to enrich each child's social, emotional, and cultural well-being, as well as, continuing to give them the academic tools they need to lead a full and productive life. We have implemented Service Learning Initiatives on each grade. We have increased our trips relating to curriculum. Close community ties with the Richmond Hill Block Association, the Masons, Queens College, Jamaica Arts Center, LEAP (Learning through an Expanded Arts Program), Queens Museum of Art, the New Victory Theater and various other community organizations enhance the lives of our student population. Through these collaborations we would expect our children to become lifelong learners who are flexible, responsible, accountable and adaptable to change. They will also possess high self esteem and respect for themselves and others. They will develop critical thinking skills and the ability to communicate freely and effectively.

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.

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?
-

The CEP committee analyzed various sources of data generated by the New York City Department of Education, the New York State Education Department, Periodic Assessments and school generated assessments and information. Looking at the School Report Card, Progress Reports, Quality Review, Periodic Assessments and other data available through ARIS and internal reports, many changes and trends were observed.

Looking at the school Progress Report our school went from a B to a C. Upon reviewing the specific sections, we noticed while the School Environment section stayed basically the same we did go down relative to our peer group and city as a whole. The area where we performed the lowest was in Student Performance. In ELA only 42.3% of the students achieved proficiency as compared to 68.3% the previous year. In Math, our school did very poorly as only 45.7% achieved proficiency, which was a drop of over 30% from the previous year's 77.9%. This was also the only area where we scored in the negative, compared to the range of schools in the city. This decrease in student performance will be addressed again in more detail later on.

While we also showed a drop in student progress, these declines were not as drastic, and not in all areas. In ELA, there was a slight decline in the percentage of students making a year progress from 67.6% to 65%. In Math, we showed a 7% decline as well in the percentage of students showing a year of progress, from 57% to 50.5%. While these results are discouraging we did show improvement in the percentage of students in the lowest third that made improvement in Math, where the median growth percentile went up to 63% from 54.7% the previous year. Another area of success was in the gains made by the lowest third of our students in ELA. We received additional credit for having 58.6% of our lowest third perform at the 75% or higher growth percentile.

When examining the disaggregated data in the School Report Card the strengths and weaknesses in the building are evident. When we compare the percent of students scoring at level 3 or higher compared to the previous year the results look discouraging. This significant drop in ELA and Math was due to the change in scoring necessary to earn a rating of 3 or

proficient. This tougher grading system resulted in a significant drop in overall ratings across the city and entire state. However, when we compare the mean scale scores from this year to previous years we get a more accurate picture of the overall performance of our students. In ELA the mean scaled scores went up for the last four years in all grades. The one exception was the change from last year to this year in third grade. Looking at Math, we see similar results. Again while we see a decrease in students achieving proficiency, when we examine the mean scaled scores in math, these increased over the last two years in grades 3 and 5. The only grade where the mean scaled score dropped was in fourth grade this year.

Looking further at the School Report Card, we note other trends. Our females did better in all grades in ELA where in Math the males did better in grades 3 & 5 while the females did better in grade 4. This was a change from the prior year where the males had done better across all grades in Math. Some further accomplishments noted, the percentage of students achieving Level 4 in ELA increased in grades 3 & 5. The percentage of students achieving Level 4 increased in Grade 3 in Math.

Looking at our Quality Review, which occurred four months after having a newly assigned principal in the building, our school remained proficient. In the areas that were flagged from prior quality reviews we showed an improvement. The reviewer recognized the schools development of systems to monitor our progress in meeting our interim and long term benchmark goals. This was an improvement over the last Quality Review. Our school has continued to look at suggestions made by reviews to keep moving forward.

In summation, while we met some of our annual goals last year, we still need to continue to work on other goals. We met our AYP in Math, ELA and Science. Our mean scaled scores went up in both ELA and Math in most of the grades over the last 4 years. Due to the fact that our ELL population is growing by about 10% per year, the percentage of ELLs achieving proficiency still lags behind the general education population. We also recognize that our SWDs both in self-contained and general education classrooms are still struggling to meet state standards. We continue to offer our staff professional development to meet the needs of all students.

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.

Goal #1: By June 2011, the students in grades 3-5, will meet their AYP target in math. Progress will be monitored and focus on students in all levels and in all groups.

Description: Priority area for improved student performance

Goal #2: By June 2011 the attendance rate at PS 54Q will increase from 93.6% to 94.5%.

Description: Priority area for improved student performance

Goal #3: By Spring 2011 the percentage of students achieving proficiency on the NYSESLAT will increase by 5%.

Description: ELLs who are newcomers (less than 3 years) and have received ESL instruction for at least 2 years will progress from a Beginner's level to an Intermediate level of proficiency in English.

Goal #4: By June 2011, the students with disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at level 2 and 3 in the NYS ELA and Math assessments.

Description: The school progress report shows that SWD who scored a Level 3 and above was 0% in grade 3, 17% in grade 4 and 11% in grade 5 in ELA. In Math, the percentage of students who scored a Level 3 or above was 28% in grade 3, 11% in grade 4 and 26% in grade 5.

Goal #5: By Spring 2011 the percentage of ELLs in grades 3-5 meeting the standards (Level 3 or 4) will increase by 5% in ELA.

Description: The needs assessment revealed that only 14% of third graders, 36% of fourth graders and 0% of fifth graders scored at a Level 3 or above on the ELA

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): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 the students in grades 3, 4 and 5 will meet their AYP target in math. Progress will be monitored and focus on students in all levels and in all groups.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>*Strengthened implementation of Everyday Mathematics Program complete with pacing calendar and built in benchmark assessments * Improved utilization of a variety of instructional strategies & activities aligned with NYC Performance Standards & NYS Learning Standards * Instruction in Math facts follows a continuum that goes from concrete to abstract & the utilization of manipulatives in these lessons * Math centers are created & utilized – provision of hands on activities & daily use of manipulatives to support varied learning styles * Provide wide range of opportunities for students to engage in reflective conversations around math processes & strengthen use of academic language * Focused walkthroughs / checklists to monitor, support & guide teachers in the implementation of best practices</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Our Contracts for Excellence provides funding for the AIS After School Program. Funding sources include: TL Fair Student Funding; Title 1 SWP; ARRA Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Acuity tests are given three times a year, while teacher made test are given on a more regular basis. The Everyday math program provides monthly unit tests to monitor student progress.</p>

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Subject/Area (where relevant): Attendance

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 the attendance rate at PS 54Q will increase from 96.3% to 94.5%. After conducting our needs assessment we see that although we have made progress over the last few years, our attendance is only slightly more than half of our peer groups.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>PS 54 continues to improve and expand our existing attendance programs to help improve outcomes in this area. We've continued our monthly student assemblies recognizing student efforts in attendance and academics and also invite parents to attend in order to share goals with this key group of stakeholders. Classes are recognized and rewarded on a daily, weekly and monthly basis. Communications are ongoing with parents through newsletter, workshops and other school functions to emphasize importance of students being in attendance with on-time arrivals each and every day in order to take advantage of the learning opportunities and support. School personnel are assigned to monitor attendance and engage in outreach to families in addition to obtaining documentation</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>All staff members participate in tracking the students' attendance acknowledging perfect attendance among students. Funding sources include: TL Fair Student Funding; Title 1 SWP; ARRA Funds, C4E</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>This is monitored through our attendance records and ATS on a daily, weekly and monthly basis. We will chart each classes' monthly attendance rate and post it in an area for all to see.</p>

SECTION VI: ACTION PLAN

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Subject/Area (where relevant): ELL/NYSESLAT

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By Spring 2011, the percentage of students achieving proficiency on the NYSESLAT will increase by 5%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In order to facilitate and accelerate the academic and linguistic achievement of the ELLs, P. S. 54 has implemented a variety of programs. With that goal in mind, ESL and classroom teachers collaborate in order to coordinate the presentation of content using teaching strategies that incorporate ESL methodology. In addition, ELLs participate in the Extended Day Program, and a Saturday Title III Program (3hrs for 11 weeks) where they receive differentiated, small group instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Title III monies are allocated for a Saturday school programs which target the development of content area knowledge, literacy skills as well as academic language. Funding sources include: TL Fair Student Funding; Title 1 SWP; ARRA Funds</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>In addition to NYSESLAT, ELLs' progress is monitored with Acuity Predictive/Performance Series which are used as indicators of students' strengths and weaknesses, and therefore drive instruction. Differentiated instruction and interim goals are put in place to address the individual needs of each student. Teacher made assessments are administered regularly to monitor students' gains.</p>

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): Students with Disabilities

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the students with disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at level 2 and 3 in the NYS ELA and Math assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Continued support of Inquiry-Based Teacher Teams using the inquiry process protocols, new cohorts of students are being identified for support in their area of need * Increased efforts to support pedagogical staff in better understanding the implications of available data and how it can inform instruction * Schedules have been adjusted to allow for increased time on task by allowing for each cluster teacher to provide small group instruction to groups of 5 students for one period/week in six week cycles. (Out of Classroom Personnel will also provide similar small group instruction for 2 periods per week in six week cycles.) Groups will be modified as students gain mastery of skills * Organize content area specialists to hone their craft in order to positively impact direct instruction and thereby increases students' achievement across disciplines.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p>Training is provided to all staff involving differentiating instruction to meet the specific needs of our students. Using the increased amount of data available, grouping is now flexible, changing regularly as goals are met and revised. Funding sources include: TL Fair Student Funding; Title 1 SWP; ARRA Funds; IDEA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The SWD are assessed in two ways. First they are monitored using the same methods as all students. In addition, performance indicators are set so students can master skills at their current level.</p>

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Subject/Area (where relevant): ELL

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the percentage of ELLs in grades 3-5 meeting the standards (Level 3 or 4) will increase by 5% in ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Instructional specialists will continue regularly scheduled consultations with teachers to share best practices and intervention strategies that would support improved student outcomes. Inquiry teams that have been established will continue to track specific cohorts of students and note trends/strategies that can be implemented school-wide to increase student achievement for our lower performing students. ESL teachers, in addition to Network Specialists, will continue facilitating workshops to support classroom teachers with the implementation of ESL strategies and the scaffolding of instructions to support language development across content areas. Our ELL students will continue participating in the Extended Day Program, After-School AIS Academy and the Title III Saturday Academy.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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>	<p>Title I SWP, Title III monies will be used to support professional development and intervention strategies to improve academic outcomes for our ELL students</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Our frequent testing in both Acuity as well as Performance Series help monitor gains in specific skills.</p>

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 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	8	0	N/A	N/A	3	0	0	0
1	22	0	N/A	N/A	2	0	0	0
2	12	6	N/A	N/A	2	0	0	0
3	12	8	N/A	N/A	7	0	1	0
4	10	10	0	0	4	0	2	0
5	9	8	0	0	6	0	2	0
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)	Description: Provide a brief description of each 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.).
ELA:	Wilson, Great Leaps, Foundations, Mondo, Teachers' College Writing Project Method. We use a push-in, pull-out model with small group instruction, 1:1 tutoring, peer tutoring, During the day and in Saturday School.
Mathematics:	Method courses are done with manipulatives, Great Leaps is used, timed quizzes and projects, student created materials using mathematical units for projects. 1:1 tutoring, peer tutoring provided during school day and in Saturday School.
Science:	Push in science is 2 periods a week in Grade 4 taught by a specialist. Hands on projects with concrete information. Additional help provided as needed. OT also provides support. Grades K, 1, 2, 3, and 5 have Science at least once a week.
Social Studies:	Push in Social Studies cluster, classroom teacher, support services (Speech and Title 1) also touch on Social Studies topics. Field trips to support curriculum are included. Teachers follow core curriculum including, history, geography, economics, government, civics, DBQs and use of primary sources
At-risk Services Provided by the Guidance Counselor:	Guidance counselor provide provides counseling to all mandated students, in addition to all students for crisis intervention, referrals for assessment, academics, teaching life and social skills, educating and assisting parents, improving self image, accepting consequences, problem solving, self control, peer pressure, etc
At-risk Services Provided by the School Psychologist:	Intermittent, as needed no more than 2-3 sessions with a child 1:1 intervention w/ child and follow-up consultation w/ teacher and/or parents
At-risk Services Provided by the Social Worker:	Intermittent, as needed no more than 2-3 sessions with a child 1:1 intervention w/ child and follow-up consultation w/ teacher and/or parents
At-risk Health-related Services:	OT/PT on site, Open Airways

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.

P.S.54 is a Kindergarten through fifth grade elementary school located in Richmond Hill, New York. It serves a population of approximately 539 students from culturally diverse backgrounds. New immigrants from Guyana, Trinidad and Tobago, Mexico, Central and South America, India, Bangladesh, Pakistan, and the Middle East make their home in the community. According to the latest available data on the ethnic backgrounds of the student population at P.S.54, less than 1% of students are Caucasian, 12% are African American, 43% are Hispanic, and 42% are South Asian.

The school presently serves an ELL population of 105 students. The language program offered to the ELL population is freestanding ESL that follows a push-in/pull-out model. The freestanding ESL program currently services one hundred and five (105) students who receive one or two periods of ESL instruction daily according to their most recent LAB-R or NYSESLAT scores. Our advanced students in grades K, 1, 2, 4 and 5 are serviced in a push-in program. Students at the beginner and intermediate levels are serviced in pull-out sessions for their prescribed number of periods. This year, ELLs in the third grade are serviced using a pull-out model; however, there is a strong movement towards implementing a push-in model across all grades. They are serviced in a pull-out program; however there is a strong movement toward implementing a push in program for the upcoming year. A group of fifteen students in self-contained, monolingual special education (K-5) classes are also serviced by the ESL teachers as per their IEPs.

The number of ELLs in each language group is as follows: there are sixteen (16) Spanish speaking students in kindergarten, ten (10) in first grade, twelve (12) in second grade, twenty (20) in third grade, twelve (12) in fourth grade, and thirteen (13) in fifth grade for a total of eighty-three (83) students. There are two (2) Punjabi speaking student in Kindergarten, one (1) in first grade, one (1) in second grade, four (4) in third, one (1) in fourth grade and one (1) in the fifth grade for a total of ten (10). There are four (4) Urdu speaking students in first grade, one in third, fourth and fifth grades respectively for a total of seven students. There is one (1) Arabic speaking student in second and fifth grades respectively for a total of two (2) students.

In the spring of 2010 all ELLs at P.S. 54 were administered the NYSESLAT exam and the results are as follows: In the listening and speaking components, in grade one, there are two (2) beginners, six (6) intermediate, six (6) advanced and one (1) proficient. In grade two, there are one (1) beginner, five (5) intermediate, four (4) advanced and three (3) proficient. In third grade, two (2) are beginners, two (2) are intermediate, nine (9) are advanced and twelve (12) proficient. In fourth grade, there are two (2) beginners, three (3) intermediate, three (3) advanced and five (5) proficient. In fifth grade there are two (2) beginners, seven (7) advanced and eight (8) proficient. In the reading and writing components, in grade one, there are ten (10) beginners and five (5) intermediate, in grade two, there are six (6) beginner, five (5) intermediate and two (2) proficient, in grade three, there are nine (9) beginners, nine (9) intermediate and eight (8) advanced, in grade four, there are six (6) beginner, three (3) intermediate and five (5) advanced, in grade 5, there are four (4) beginner, four (4) intermediate and nine (9) advanced. As per LAB-R exam, there are seven (7) newly arrived students in grades one to five. There are also twenty (20) new kindergarten students.

The Language Allocation Policy document developed by the staff of P.S. 54 is reflective of the NYC mandates and NYS standards. The development of the LAP is the result of a multidisciplinary collaborative effort among the school's principal, ESL and classroom teachers, service providers, and counselors. This document is easily accessed by all staff members and it clearly describes how the language programs available at

the school (free standing ESL and Bilingual/Special Education) address the needs of our ELLs. All the staff involved in the educational process at PS 54 is cognizant of the rationale for placement of ELLs. At registration the HLIS (Home Language Identification Survey) form is given to each parent in their native language. Pedagogues who are proficient in a language other than English conduct an interview with the parents. At this time language support is available in Spanish, Arabic, Bengali, Punjabi, Urdu, Italian, Hebrew, Romanian and Tagalog. The next phase of the process is the administration of the LAB-R to eligible students within the prescribed ten-day period. Placement in a language program is determined by scores obtained on the LAB-R and parental choice as indicated on the Parent Survey and Program Selection form handed out at the Parent Orientation. Placement in the Bilingual/Special Education program is determined by the students' IEPs.

Orientations are held several times a year as new ELLs are enrolled, at which time parents are informed about the different language programs available at P.S. 54 and throughout the city. Currently, the language program offered at our school is a Free Standing ESL pull-out program. A record of the Program Selection forms is periodically reviewed by the LAP team to identify trends in parental choice. Programmatic changes would be put in place to reflect parental preference.

All staff members at P.S. 54 have high expectations for their students, fully realizing that ELLs have to meet the dual challenge of acquiring a new language as well as learning content-based, academic language. In order to facilitate the learning process and ensure academic rigor, P.S. 54 implements best teaching practices and learning strategies that are aligned with current ESL/ ELA standards, and core curriculum in literacy and content areas. Each ESL lesson is designed with both content and language objectives in mind. Differentiated instruction and ESL methodology are essential in addressing the educational needs of the varying levels of proficiency within each ELL subgroup. At this time our ELL population in the Free Standing ESL program is comprised of four subgroups: fifty nine (59) new comers, forty two (42) transitional ELLs, three (3) SIFE and one (1) long term. Within the newcomer subgroup, twenty students have been enrolled for less than one year.

Instruction for newcomers who are new arrivals, as well as students who have been in the U.S. longer, but less than three years, encompasses a variety of approaches which incorporate visuals and gestural cues, realia, repetition, paraphrasing and TPR (Total Physical Response). The use of big books and picture books for beginners are effective tools for making vocabulary comprehensible and encouraging oral language. Graphic organizers are used to help students increase comprehension of content, increase higher thinking skills, and facilitate the writing process. In addition, newcomers are often paired with other students who share the same language background to help the new arrivals adjust to their new school environment. Teachers model the appropriate language and are cognizant that sometime there might be a "silent period".

ESL teachers, classroom teachers and other specialists have common preparation time to plan, organize, and coordinate instruction, as well as work on long and short term goals for the students. In addition, this time is utilized to collect and analyze data derived from various assessments, and the data is then used to drive and differentiate instruction.

In order to enhance instruction computers are used. This facilitates research and report writing in the content areas. Through the use of technology students seem to make gains in their acquisition of academic language, and demonstrate greater ability to work more independently.

P. S. 54 implements practices and learning strategies that are aligned with current ESL and ELA standards. Instruction of ELLs is consistent with the Balanced Literacy program that is implemented throughout the school, following the workshop model. Students work in flexible groups. Within these groups new learners receive comprehensible input from teachers and peers, and have more opportunity for oral practice and repetition of content information as peers help ELLs negotiate meaning. Instruction of language functions and grammar structures takes place within the context of a lesson, and not in isolation or through drills. Use of scaffolds help to support students' understanding of academic content. Teachers of ESL use and encourage classroom teachers to utilize a wide variety of print and visual resources to support the development of academic language.

Language in the classroom is modeled so that ELLs receive comprehensible input in a manner consistent with their ability to participate, but which does not reduce the quality of the language input from the teacher.

It is our goal at P. S. 54 to engage all ELLs in accountable talk with specific focus on the transitional ELLs and their need to develop academic language. One way to achieve this goal is through the use of stories/literature that reflect the students' culture. This in turn enables the learners to activate their prior knowledge as a way of connecting to the lesson. As comfort level and proficiency in English develop, content area instruction becomes an integral part of the lesson. Content area is taught by both classroom and ESL teachers. Articulation between ESL and classroom teachers occurs regularly to determine how best to coordinate content area instruction and the development of academic language. In this way, ESL teachers have the opportunity to preview and scaffold content area material before it is introduced in the classroom. Scaffolding is provided when needed to promote deeper understanding and retention of the lesson. Classroom teachers are able to utilize ESL strategies in order to make content more comprehensible to their ELLs. Through the use of visual cues, speaking clearly at a normal rate of speech, using repetition and paraphrasing key points, defining essential vocabulary in context, teaching points are made salient to students. When content, goals and strategies are coordinated; the opportunity for academic language to develop is greatly increased.

ESL teachers help their students prepare for assessment and standardized tests, teaching, for example, not only content but the academic language embedded in the questions. Results of these assessments are shared by classroom and ESL teachers in order to tailor instruction to the needs of the students in a consistent manner.

At P.S. 54 ELLs receive the mandated amount of instruction time as per their LAT/LAB-R scores: 360 minutes per week for beginning and intermediate students and 180 minutes for advanced students. Former ELLs continue to receive testing modifications for a period of two years after passing NYSESLAT.

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.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) 2-5 Number of Students to be Served: 60 LEP 0 Non-LEP

Number of Teachers 6 Other Staff (Specify) 1 administrator

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.

The Title III Program will be open to English Language Learners in grades 2 through 5, and it will be held on eleven (11) consecutive Saturdays from 9am to 12 noon. During each Saturday session, one supervisor and six (6) teachers, trained in ESL strategies and sensitized to the needs of the ELLs, will present lessons designed to help the students meet the New York City and New York State standards in English as a Second Language and English Language Arts.

There will be three classes of twenty (20) students each, organized according to English language proficiency as indicated by the NYSESLAT and LAB-R exams. Instruction will be provided by a **licensed ESL teacher and a common branch teacher in a collaborative team teaching model** for each class. Each team of educators will implement ESL strategies and scaffold instruction in order to facilitate and enhance students' competence in English in accordance with the standards. Instruction will focus on language development with emphasis on narrative and non-narrative writing. Students' strengths and weaknesses will be addressed by differentiating instruction, and the appropriate interventions will be implemented accordingly.

Each student will be scheduled for three periods of literacy instruction in writing/speaking, reading/listening, and literacy through technology. Activities in listening, speaking, reading and writing will be aligned with the units of study in the daily literacy program (Balanced Literacy). These activities will include maintaining the writers' notebooks, author studies, read-alouds, literature circles, and shared and paired reading. Technology will be used in non-fiction applications to familiarize students with word processing and to teach them how to use the internet for research. Small groups will support students receiving differentiated and individualized instruction, and will also enable

teachers to confer frequently to tailor instruction to the learning style of each student. Congruence between Title III teachers and the students' classroom teachers will help guide the direction of instruction.

Assessment will be ongoing throughout, and will be evidenced by work in students' portfolios, teacher generated tests, and conference notes. Materials will include the Leap Track Reading System. It contains high interest nonfiction content that motivates readers of different abilities by providing interactive, multisensory instruction, critical word-work knowledge, and development of reading comprehension.

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.

For the duration of the program, 4 sessions of professional development will be provided for the teachers. The professional development program will be facilitated by the ESL teachers and supervisor. It will be designed to inform the instructional staff on the best practices within ESL instruction to be employed in assisting the targeted students in increasing their level of achievement in listening, speaking, reading, and writing activities across the content areas. This training will take place for one (1) hour from 8:00AM to 9:00AM on each of four Saturdays, immediately preceding the beginning of the 9:00AM to 12:00 PM program being offered to the students.

Additionally, teachers will be provided with training on how to incorporate technology in their instruction and thus reinforce English Language Learning for the targeted ELL population. **Teachers will have access to current student data in order to better inform instructional strategies being implemented for these students.** Specialized techniques for ESL instruction will include experiential learning as well as hands-on, visually stimulating lessons. Research has shown that our students gain substantial transference of skills from the exposure to hands-on applications.

Teachers will receive an overview of the NYS ESL Standards as well as copies of "Classroom Teacher's ESL Survival Kit #1 and #2." This will help to prepare them not only for this supplemental instructional program but will also establish greater alignment among the ESL and classroom teachers during the school year.

Parent Involvement

In our desire to make the parents of our ELLs feel comfortable in our school environment and to involve them in the academic lives of their children, they will be invited to participate in the eleven sessions of *English Language Instruction Through Technology*. These sessions, which will have a strong technology focus, will be held concurrently as the instructional program for the children. The time will also be from 9am to 12 noon. Parents will be immersed in the instructional strategies implemented in ESL to become better informed in ways to support and reinforce their children's education at home.

Parents will receive technology training utilizing our computer lab and will engage in the same instructional activities as their children by cycling through the sessions in the same manner as the children. Instructional support for parents will be provided through Title III ELL Academy at no

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

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.

At registration the HLIS (Home Language Identification Survey) is given to each parent or guardian in his/her native language. When an ESL teacher cannot be present at registration, other pedagogues who are proficient in a language other than English are available to conduct an interview with the parents. At this time language support is available in Arabic, Bengali, Hebrew, Italian, Punjabi, Romanian, Spanish, Tegalog and Urdu. In the course of the interview, parents' language needs are determined. All written communication is subsequently provided in the preferred language of the parent. The Parent Coordinator is instrumental in obtaining translated materials which are used during PTA meetings and workshops throughout the year. As new students come into the school, Parent Orientations and related materials are provided in the parents' native language by the ESL teachers.

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.

The school has a large Spanish speaking population. There are many families who speak Punjabi and Bengali, Hindi, Arabic, and Farsi (we occasionally have Russian and/or Haitian Creole). This information is public and posted at the entrance of the school building. Translators are often needed at meetings between the parents and the staff. Translators are helpful during parent/teacher conferences, PTA meetings, and individual conferences. Results of our findings have been reported to the PTA and the Parent Coordinator.

Part B: Strategies and Activities

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.

Written translations will be provided by the school to ensure that parents are informed about student progress, school events, performances, PTA meetings, and workshops. Written translations that are available on the Department of Education website will be used as the need arises. In addition, in-house translators will be used whenever possible.

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.

Oral interpretation services will be provided at all school wide events including Curriculum Night, Parent Teacher Conferences, Title 1 meetings, registration, report cards, etc. P. S. 54 has a cadre of translators through LIS that are familiar with the school community. P. S. 54 has provided translation through LIS to help families fill out the Learning Environment Survey.

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>.

The parents will receive a letter from the school to inform them that translation and interpretation of school related information is available.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$389,808.00	\$16,677.00	\$406,485.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,898.00	\$1667.70	\$5565.70
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$19,490.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$38,980.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

P. S. 54 receives Title 1 funds to implement supplemental instructional programs. The programs we develop are based on the philosophy that effective school communities include programs that build the capacity of parents (empowerment) to support their child's education and the school. We have established, through SLT, procedures for involving parents in program activities.

P.S. 54 will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- a. That parents play an integral role in assisting their child's learning;
- b. That parents are encouraged to be actively involved in their child's education at school;
- c. That parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA
- d. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

A parent coordinator will implement and facilitate all parent involvement activities.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Consultation:

P. S. 54 will provide a wide range of opportunities to inform parents about the program design, operation and evaluation. Parents and educators will work together to achieve the programs' objective. The Department of Education requires all Title 1 schools to establish a Parent

Advisory Council through an election process. P. S. 54 holds this election annually in September; the Title 1 representative is also elected annually. The parents must elect the members to PAC at a PTA meeting. A majority of parent members on the council must have children who are served in a Title 1 program. A teacher may be a member of the council. The council functions in an advisory capacity, in the planning, implementing and evaluating of Title 1 programs. The Parent Coordinator will schedule these meetings.

The PAC or a representative will attend District Advisory Council/District Council of Presidents meeting to:

- obtain information of their rights/responsibilities under Title 1 guidelines.
- Written description of program activities for review, discussion and recommendation
- Information & provide input regarding program goals, objectives and procedures for selecting and assessing school and students, develop of educational strategies, implementation and evaluation
- Review monthly updates of program activities
- Discuss recommendations for change

Annual Meetings:

A critical component of all parent activities, especially Curriculum Night, PTA Conferences, registration and workshops, is the language component; P. S. 54 provides translation services (written and oral) in the languages of our parent population, including some which are not provided by the Dept. of Education translation service providers (Punjabi, Pashto, Hindi)> Open House Curriculum Night is in September. At this time, the Title 1 Parent Involvement Policy and School/Title 1 Plan will be distributed. Staff, (funded personnel) will present an overview of their programs. During the year, the funded personnel; will conduct workshops related to topics requested by parents. Community resources will be brought in to support parents' needs. The school will provide ongoing communication (monthly calendar, newsletter, parent bulletin board at entrance) informing everyone of upcoming school worthy events. (PTA, SLT meetings, Open School etc), information, and helpful tips. The Principal will hold quarterly meetings with the PTA Executive Board. The Principal's open door policy has been expanded to include Breakfast Meetings held periodically with parents of different grades. These meetings inform, educate and foster good communication and relations. Parents will continue to be consulted at PTA meetings and given the opportunity to make recommendations through the PAC.

Parent Involvement Activities

Title 1 funds will be set aside to pay for parent involvement activities. These activities will be based on parent surveys which identify and prioritize parents' needs and wants. These will include workshops, trips aligned with student curriculum (libraries/reading, social studies/museums), attendance at conferences, and the maintenance of the Multicultural, multilingual Parent Lending Library, established through Title 1 funds. The Parent Lending Library will be continued to be developed and maintained by the Parent Coordinator.

School Responsibilities

P.S. 54Q will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Follow New York City and State curricula and standards.
 - Participate in appropriate new initiatives.

- Meet the needs of all children by differentiating instruction.
- Be knowledgeable about new trends, materials and curriculum and adapt those that will help raise student achievement.
- Use Balanced Literacy and Everyday Mathematics.
- Provide ongoing assessment.
- Provide additional help for strugglers through tutorials and pull-out and after school AIS
- Provide ongoing professional development for teachers to support best practices in teaching and learning.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences held in November and March and at other times during the year as needed. In addition, parents of students who are "promotion in doubt" will be notified in November and January and will meet with their child's teacher during those months.

3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:

- Parent Orientation in October
- Report cards in November, March and June
- Academic at-risk notification
- "Promotion in doubt" notices and conferences
- Parent-teacher conferences as needed.
- Progress Reports
- Communicate goals to parents
- Grades 3-5 inform parents of students ITA & Predictive scores and areas in need of improvement

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- During parent-teacher conferences.
- Before school or during teacher preps by appointment

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Observations of classroom activities during Open School Week and by special arrangement
- Volunteer program. Parents are invited to volunteer in the lunchroom or for tutoring
- Assembly programs
- Field trips and other special activities
- Plant and book sale

6. Involve parents in the planning, review, and improvement of the school's parent involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

5. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
6. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
7. Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
8. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
9. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
10. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 f the Title 1.

Parent Responsibilities

We are all responsible for student achievement. We, as parents, will support our children's learning in the following ways:

- Monitoring attendance and punctuality and sending note after illness or other absence.
- Making sure that homework is completed and meets high standards.
- Monitoring amount and quality of television their children watch.
- Volunteering in my child's classroom or on school field trips.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Spending time and having conversations with my child.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Trying as best as possible to respond to school concerns about my child, to make and keep appointments to speak with school personnel.
- Being an active part of the PTA.

Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the schools' School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council or other school advisory or policy groups.

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need it.
- Complete all assignments
- Read and write for at least 30 minutes every day outside of school time.
- Give to my parents or guardian all notices and information from my school on the day they are given and remember to return them to school on time.
- Come to school every day and on time
- Bring a note to my teacher after any absence
- Respect my teachers and classmates
- Pay attention in class and try my best
- Study at home and do what I can to learn what I need to do
- Try my best and be a responsible member of the class and school
- Bring necessary supplies and materials

Signatures:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required.)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

See pages 9-14 for Goals and Objectives that were derived upon reviewing State Standardized Test Scores, School Report Card, Progress Report and other available data. Also, there is constant review and analysis of Periodic Assessments, Scantron Ed Performance and ECLAS data, as well as, teacher made assessments.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

See pages 9-14 for Goals and Objectives. Our school has an Extended Day program providing remediation and enrichment. We have AIS during the day and offer an After School Program for remediation in ELA and Math.

3. Instruction by highly qualified staff.

P. S. 54 has a 100% highly-qualified staff

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

P. S. 54's Literacy Coach is involved in on-going professional development to broaden teachers' strategies. Our goal is to have students achieve (New York States academic standards) one year's growth during the school year. According to the BEDS survey of 10/31/09 are high quality and highly qualified.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

According to the BEDS survey of 10/31/09 are high quality and highly qualified.

6. Strategies to increase parental involvement through means such as family literacy services.

See pages 26-31.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

P. S. 54 recognizes the importance of parental involvement in the education of their children. Programs were developed to address parent needs. The following workshops were developed with these needs in mind:

1. ESL
2. Reading (Preparation for ELA)
3. Family reading
4. Math preparation (State Math Test)
5. How to Succeed in School
6. Homework help

Workshops were delivered by UFT and teachers.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are made aware of the CEP goals. See pages 9-14

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Since classroom teachers are continually assessing students, through Predictives, Acuity and teacher made tests; this allows teachers to identify interim benchmarks and goals achieved. Therefore, the students can get the help needed in a timely fashion. Title 1 staff is available to work on an as needed basis. Interim Assessments (Acquity) tests are given five times a year.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We have a LEAP (Learning through an Expanded Arts Program) program in place. We received a CAT grant. We are having a Power of One bullying assembly for all grades.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the	Amount Contributed to Schoolwide Pool	Check (☑) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

		Schoolwide Program (P)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$389,808.00	X	17-21
Title I, Part A (ARRA)	Federal	X			\$16,677.00	X	17-20
Title II, Part A	Federal	X			\$26,235.00	X	
Title III, Part A	Federal	X			n/a	X	21
Title IV	Federal	X			n/a	X	
IDEA	Federal	X				X	20
Tax Levy	Local	X				X	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, 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 schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

As of October 22, 2010, there are four (4) students currently enrolled at PS 54 who reside in shelters.

2. Please describe the services you are planning to provide to the STH population

The Guidance Counselor, Ms. Negrón and the Social Worker, Ms. Chieco, communicate with the shelters on a bi-weekly basis and also provide at-risk counseling if needed. Collaborative efforts of these two individuals and other members of the staff (administration, SAT, PPT and AIS personnel) troubleshoot to identify if any of the students are in need of supplies and/or personal items that would better support their preparedness for the learning environment and general quality of living. The AIS Team and the SAT personnel work collaboratively to identify whether the students require any mandated services and work to ensure these services are provided. In addition the school provides additional screening for at-risk services and the AIS personnel provide these where needed to strengthen each child's ability to meet benchmarks and assessment criteria.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 054 Hillside						
District:	28	DBN:	28Q05	School		342800010054	
DEMOGRAPHICS							
Grades Served:	Pre-K		3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9		Ungrade
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		93.4	93.9	93.6
Kindergarten	86	99	81	Student Stability - % of Enrollment:			
Grade 1	97	96	93	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	92	90	89		84.8	89.8	92.4
Grade 3	93	97	90	Poverty Rate - % of Enrollment:			
Grade 4	96	97	85	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	108	90	99		75.4	89.6	89.6
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		12	20	17
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		16	14	13
Grade 12	0	0	0	Special Education			
Ungraded	0	2	0	Suspensions (OSYD Reporting) - Total Number:			
Total	572	571	537	<i>(As of June 30)</i>	2007-	2008-	2009-
					30	39	21
					2	7	6
				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
					0	0	0
					0	0	0
				English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	35	11	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		43	45	45
# receiving ESL services only	90	96	TBD		8	8	6
# ELLs with IEPs	0	26	TBD		0	4	7
These students are included in the General and Special Education enrollment information above.							

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	88.4	84.4	91.1
				% more than 5 years teaching anywhere	86.0	82.2	91.1
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		93.0	93.0	91.1
American Indian or Alaska Native	1.4	1.1	1.1	% core classes taught by "highly qualified" teachers	100.0	97.1	94.4
Black or African American	10.1	8.9	9.7				
Hispanic or Latino	47.0	46.8	46.2				
Asian or Native Hawaiian/Other Pacific	38.6	38.0	39.5				
White	2.3	3.7	3.5				
Male	54.2	53.2	51.6				
Female	45.8	46.8	48.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	v	v					
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
Student groups	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C	Overall Evaluation:	P
Overall Score:	33.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	7.3	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	1.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	22.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	2		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 209	District 28	School Number 54	School Name Hillside School
Principal Anita Prashad		Assistant Principal Lorraine Engel	
Coach Shirley Rios		Coach N/A	
Teacher/Subject Area J. Hernandez (3)		Guidance Counselor Garie Negron	
Teacher/Subject Area J. Rosen (4)		Parent Rachel Osorio	
Teacher/Subject Area C. Rodriguez Sp.Ed (2/3)		Parent Coordinator N/A	
Related Service Provider B. Mitchell (SETSS)		Other type here	
Network Leader type here		Other type here	

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	2	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	539	Total Number of ELLs	105	ELLs as Share of Total Student Population (%)	19.48%
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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.

At registration the Home Language Identification Survey (HLIS) is given to parents/guardians by the ESL teachers in order to determine the dominant language spoken in the student's home. At that time an informal interview is conducted in English and in the parents' native language. When an ESL teacher cannot be present at the interview, other pedagogues who are proficient in the parents' native language are available to conduct the interview. Based on the information provided by parents on the Home Language Identification Survey and the oral interview, the ESL teacher is able to determine whether the student is eligible to be tested using the LAB-R in order to assess his/her proficiency in English. That in turn will determine the mandated number of units a child will work with the ESL teacher. The LAB-R is administered to eligible students within ten (10) school days of their official enrollment. Parents are notified about the LAB-R results by a translated letter in their native language. Orientation meetings are scheduled for parents of students who are entitled to receive ESL support. The purpose of these meetings is to inform parents about the program options available to their children. Translators are available if needed at the Orientation meetings. The different programs are explained, videos are shown in different languages, and translated brochures are distributed. Parent Survey and Program Selection forms in the parents' native language are discussed, filled out and collected at the end of the Orientation meeting. These forms are securely stored in the ESL room. A copy of the (HLIS) is kept in the main office, and the original is placed in the student's cum folder. When parents are not able to attend the orientation meetings at the beginning of the year, follow-up calls are made to discuss the options. This process is repeated throughout the year as new ELLs are enrolled.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

Self-Contained														0
Push-In					12	12								24
Total	0	0	0	0	12	12	0	24						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	62	Special Education	15
SIFE	3	ELLs receiving service 4-6 years	43	Long-Term (completed 6 years)	1

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										
	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	Total
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESL	<input type="text" value="62"/>	<input type="text" value="3"/>	<input type="text" value="7"/>	<input type="text" value="42"/>	<input type="text" value="0"/>	<input type="text" value="7"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="105"/>
Total	<input type="text" value="62"/>	<input type="text" value="3"/>	<input type="text" value="7"/>	<input type="text" value="42"/>	<input type="text" value="0"/>	<input type="text" value="7"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="105"/>

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
TOTAL	0													

Dual Language (ELLs/EPs)														
K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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
TOTAL	0									

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	16	10	12	20	12	13								83
Chinese														0
Russian														0
Bengali				1										1
Urdu		4		1	1	1								7
Arabic			1			1								2
Haitian														0
French														0
Korean														0
Punjabi	2	1	1	4	1	1								10
Polish														0

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
Albanian														0
Other	2													2
TOTAL	20	15	14	26	14	16	0	105						

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.

Paste response to questions 1-4 here

The language program offered at PS 54Q is Free standing ESL that follows a push-in/pull-out model. Students are grouped heterogenously in their respective grades. Our advanced students in grades K-5 are serviced in a push-in model. Students at the beginning and intermediate levels are serviced in pull-out sessions for the prescribed number of periods. as per LAB-R/LAT scores. The ESL teacher pushes in during literacy block to deliver instruction in a co-teaching model. At this time, ELLs in the third grade are serviced in a pull-out sessions, however, there is a strong movement towards implementing push-in models across all grades for next year. ESL teachers, classroom teachers and other specialists have common preparation time to paln, organize, and coordinate instruction, as well as, work on long and short term goals for the studnents. In addition, this time is utilized to collect and analyze data derived from various assesments, which is then used to drive and differentiate instruction. Technology is integrated into daily instruction in the classroom to facilitate the research and writing of reports in the content area. Through the use of technology ELLs have been noted to make gains in their acquisition of academic language, and demonstrate greater ability to work independently. All staff members at P.S. 54 have high expectations for their students, fully realizing that ELLs have to meet the dual challenge of acquiring a new language as well as learning content-based, academic language. In order to facilitate content learning and ensure academic rigor, P.S. 54 implements best teaching practices and learning strategies that are aligned with current ESL/ ELA standards, and core curriculum in literacy and content areas. Each ESL lesson is designed with both content and language objectives in mind. Differentiated instruction and ESL methodology are essential in addressing the educational needs of the varying levels of proficiency within each ELL subgroup. P. S. 54 implements practices and learning strategies that are aligned with current ESL and ELA standards. Instruction of ELLs is consistent with the Balanced Literacy program that is implemented throughout the school, following the workshop model. Students work in flexible groups. Within these groups new learners receive comprehensible input from teachers and peers, and have more opportunity for oral practice and repetition of content information as peers help ELLS negotiate meaning. Instruction of English language functions and grammar structures takes place within the context of a lesson, and not in isolation or through drills. Use of scaffolds help to support students' understanding of academic content. Teachers of

ESL use and encourage classroom teachers to utilize a wide variety of print and visual resources to support the development of academic language. Language in the classroom is modeled so that ELLs receive comprehensible input in a manner consistent with their ability to participate, but which does not reduce the quality of the language input from the teacher. Instruction for newcomers who are new arrivals, as well as students who have been in the U.S. longer, but less than three years, encompasses a variety of approaches which incorporate visuals and gestural cues, realia, repetition, paraphrasing and TPR (Total Physical Response). The use of big books and picture books for beginners are effective tools for making vocabulary comprehensible and encouraging oral language. Graphic organizers are used to help students increase comprehension of content, increase higher thinking skills, and facilitate the writing process. In addition, newcomers are often paired with other students who share the same language background to help the new arrivals adjust to their new school environment. Teachers model the appropriate language and are cognizant that sometime there might be a “silent period”. It is our goal at P. S. 54 to engage all ELLs in accountable talk with specific focus on the transitional ELLs and their need to develop academic language. One way to achieve this goal is through the use of stories/literature that reflect the students’ culture. This in turn enables the learners to activate their prior knowledge as a way of connecting to the lesson. As comfort level and proficiency in English develop, content area instruction becomes an integral part of the lesson. Content area is taught by both classroom and ESL teachers. Articulation between ESL and classroom teachers occurs regularly to determine how best to coordinate content area instruction and the development of academic language. In this way, ESL teachers have the opportunity to preview and scaffold content area material before it is introduced in the classroom. Scaffolding is provided when needed to promote deeper understanding and retention of the lesson. Classroom teachers are able to utilize ESL strategies in order to make content more comprehensible to their ELLs. Through the use of visual cues, speaking clearly at a normal rate of speech, using repetition and paraphrasing key points, defining essential vocabulary in context, teaching points are made salient to students. When content, goals and strategies are coordinated; the opportunity for academic language to develop is greatly increased.

ESL teachers help their students prepare for assessment and standardized tests, teaching, for example, not only content but the academic language embedded in the questions. Results of these assessments are shared by classroom and ESL teachers in order to tailor instruction to the needs of the students in a consistent manner.

Our SIFE students currently enrolled in third and fourth grade have no proficiency in the English language and present with profound delays in literacy skills, including inability to read and write in their home language. Basic instruction in letter recognition and phonics is provided during the extended day. Throughout the school day translation and modeling are provided by teachers and peers in order to facilitate comprehension. Picture books and big books with repetitive text are utilized taking into consideration the student's age and interest.

The special needs students in self-contained classes are serviced according to the mandates of their IEPs.

It is our goal at P.S. 54Q to make our ELLs full participants in the daily instructional programs and to engage them in accountable talk. Our goal for transitional ELLs is to focus on their need to develop academic language in order to meet the rigor of the content area studies. One way to achieve this goal is through the use of literature that reflects the students' cultural background. This in turn enables the learners to activate their prior knowledge as a way of connecting with the lessons. As comfort level and proficiency in English continues to develop, content area instruction becomes an integral part of the lesson. Content is taught by both classroom and ESL teachers. The ESL teachers frontload the lesson, preview vocabulary, and facilitate the comprehension of difficult linguistic structures/passages in the text. Articulation between ESL and classroom teacher is an essential component in order to promote students' achievement and success. Articulation occurs on a weekly basis to coordinate content area instruction and to plan how best to scaffold lessons before content is introduced in the classroom. Scaffolding is provided when needed to promote deeper understanding and retention. Classroom teachers utilize ESL strategies to make content more comprehensible to the ELLs. Through the use of visual cues, speaking in a clear voice at a normal rate of speech, using repetitions, paraphrasing key points, and defining essential vocabulary within a context, teaching points are made salient to students. Working with peers in small, flexible groups during daily instruction is an effective strategy to ensure that ELLs are actively involved in the learning process.

Long-Term ELLs have instruction tailored to their needs. When instruction is differentiated to address the specific needs of this particular group, more targeted academic instruction is implemented. Materials are examined and adapted to meet the students' level of achievement. Visuals, text and vocabulary previewing, discussions, clarifications and explanations are examples of materials and methods that are employed. Content area instruction is a priority. ESL and non-ESL teachers use appropriate level fiction and non-fiction books. Dictionary work, math, social studies and science textbooks are adapted for the ELLs. Emphasis is placed on Tier II words that emphasize higher level vocabulary and concept development.

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

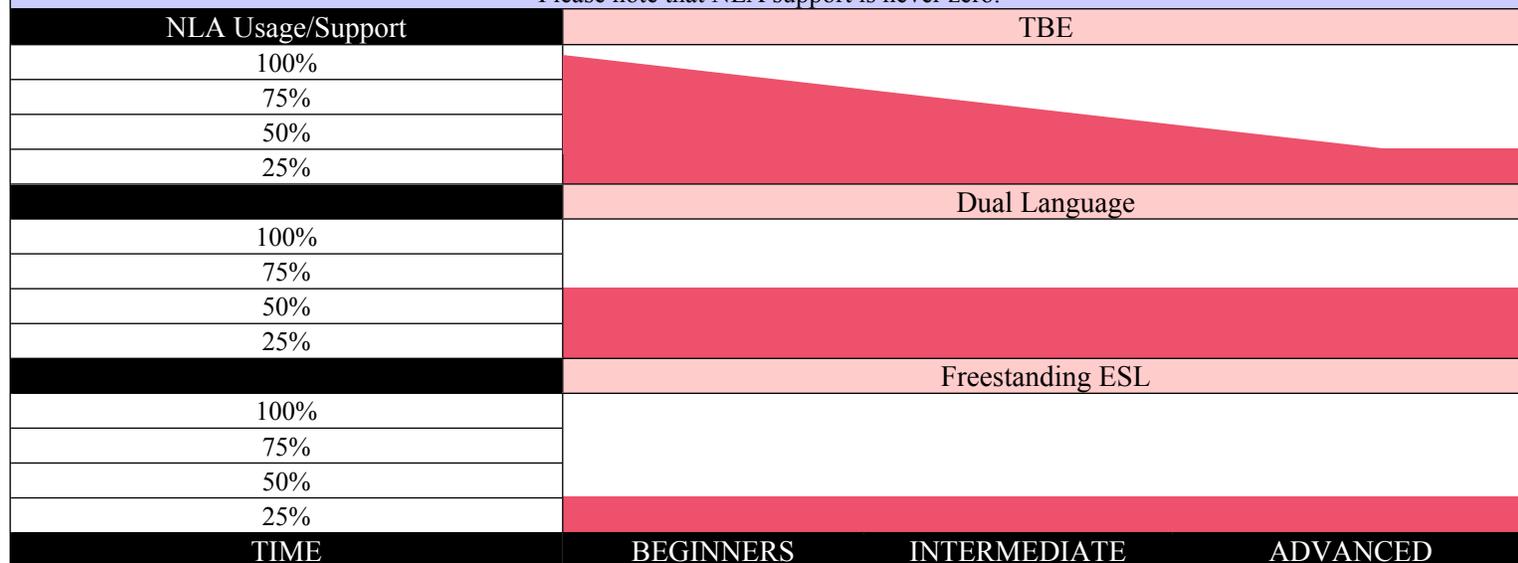
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



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?

Paste response to questions 5-14 here

Our targeted intervention program for ELLs scoring Level 1 & 2 in ELA consists of Wilson, Great Leaps, Foundations, Mondo, Teachers' College Reading and Writing Project Method. We use a push-in, pull-out model with small group instruction, 1:1 tutoring, peer tutoring,

during the day and in Saturday School, when implemented. In Math, method courses are done with manipulatives, Great Leaps is used, timed quizzes and projects, student created materials using mathematical units for projects. 1:1 tutoring, peer tutoring provided during school day and in Saturday School. In the content areas, AIS support is being provided by the content area cluster during AIS periods for grades 4 and 5.

ELLs who have reached proficiency on the NYSESLAT continue to receive testing modifications for two years after passing the exam.

ELLs have equal access to all school programs including after school AIS, extended day, and the YMCA. All students, including our ELLs have access to a rigorous curriculum and standards. ELLs have access to technology in the classroom and computer lab. SMART boards are now available in classrooms. Overhead projectors are used, maps, globes, manipulatives, scientific tools, DBQs, direct translation dictionaries, thesaurus and graphic organizers/instructional charts that reflect lesson of the day.

ESL instruction is delivered primarily in English with an occasional use of native language to clarify concepts.

PS 54 Q provides a wealth of materials and resources designed to support the age and grade level of our ELLs.

For the upcoming school year P.S. 54Q is looking to extend the push-in model so that all ELLs will benefit from continuous collaboration in the classroom between ESL instructor and classroom teacher. In addition, there will be collaboration between our school and Queens College through RTI. Graduate students from Queens College will work with special need students in ESL and special education in order to target areas of need and maximize student achievement.

Students who have achieved proficiency in the English language continue to be monitored by the staff (ESL and classroom teachers). The students' progress is measured based on results from ITA/Predictive tests and assessment of overall performance in the classroom. P.S. 54Q complies with New York State Board of Regents regulations which permit schools to provide former ELLs with testing accommodations on New York State examinations for up to two years after they achieve proficiency on the NYSESLAT.

P.S. 54Q implements practices and learning strategies that are aligned with mandated ESL/ELA standards and core curriculum. The instruction of ELLs is aligned to the Balanced Literacy program that is implemented throughout the school following the Workshop model. Specific instructional materials used help ELLs meet those standards. Students are grouped according to levels obtained from NYSESLAT. They participate in small group instruction that is task oriented. Technology is used to assist in their acquisition of the English Language. Classrooms display students' work at all levels of language learning. Teachers scaffold academic language to assist the ELLs, and offer opportunities for oral practice and numerous repetitions of content information to help ELLs negotiate meaning. All staff members model the proper use of English. All classrooms have leveled libraries that students have access to for both instruction and enjoyment of reading. Content area instruction is aligned to NYS standards in math, science, social studies and technology. Ongoing assessment strategies are used to ascertain the level of students' progress throughout the year. Lessons are designed to meet the standards while allowing for the different levels and needs of the students. Learning portfolios are used and reviewed throughout the year by the students and teachers.

At P.S. 54Q we have a rich multicultural diverse population. As new students are enrolled we make it our priority to make the new entrants feel welcome and become active members of our school community. With this goal in mind special individual and group meetings are held. Parents are invited to visit our school and become familiar with the programs offered. Translated informational literature, beginning level books and survival skill information is made available. An initial meeting is held with parents to give them an overview of

instruction, community resources available, an introduction to the school's Parent Coordinator, and a schedule of parent meetings and workshops that will be held throughout the year.

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

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.

Paste response to questions 1-3 here

Throughout the school year teachers have the opportunity to attend workshops that address a myriad of topics. As ESL teachers attend workshops outside of PS 54, they turnkey pertinent information to the staff. More recently discussed topics include Common Core Standards, Writing Workshop provided by Schoolwide Inc., Exemplary Practices for ELLs through BETAC, and Differentiating Instruction. Our Network Support Specialists have also provided instructional workshops in ESL, special education and Foundations.

For those students transitioning to middle school, content area vocabulary and main concepts are presented and reinforced throughout the year utilizing scaffolding and ESL methodologies.

Professional development is offered to classroom and cluster teachers as well as related service professionals in the form of workshops given by the ESL instructors. Implementation of ESL methodology is periodically revisited. A variety of approaches designed to facilitate comprehension of the English language are presented to the classroom teachers. They are encouraged to incorporate visuals and gestural cues in their lessons, use realia, graphic organizers, differentiated instruction, preview text and vocabulary prior to presenting their lessons. All these strategies are designed to scaffold the lessons in order to facilitate learning. Workshops outside of the school are offered to the staff. ESL and classroom teachers share common preparation time to plan, organize and coordinate instruction, materials and strategies, work on long and short term goals, and collect and analyze data relating to each student.

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?

Paste response to questions 1-4 here

Parent Involvement Activities

Title 1 funds will be set aside to pay for parent involvement activities. These activities will be based on parent surveys which identify and prioritize parents' needs and wants. These will include workshops, trips aligned with student curriculum (libraries/reading, social studies/museums), attendance at conferences, and the maintenance of the Multicultural, multilingual Parent Lending Library, established through Title 1 funds. The Parent Lending Library will be continued to be developed and maintained by the Parent Coordinator. At the end of each workshop a reflection sheet is given to parents to help us understand their interests and needs in future workshops. Topics for future workshops include presentations by Health One representatives.

A critical component of all parent activities, especially Curriculum Night, PTA Conferences, registration and workshops, is the language

component; P. S. 54 provides translation services (written and oral) in the languages of our parent population, including some which are not provided by the Dept. of Education translation service providers (Punjabi, Pashto, Hindi)> Open House Curriculum Night is in September. At this time, the Title 1 Parent Involvement Policy and School/Title 1 Plan will be distributed. Staff, (funded personnel) will present an overview of their programs. During the year, the funded personnel; will conduct workshops related to topics requested by parents. Community resources will be brought in to support parents' needs. The school will provide ongoing communication (monthly calendar, newsletter, parent bulletin board at entrance) informing everyone of upcoming school worthy events. (PTA, SLT meetings, Open School etc), information, and helpful tips. The Principal will hold quarterly meetings with the PTA Executive Board. The Principal's open door policy has been expanded to include Breakfast Meetings held periodically with parents of different grades. These meetings inform, educate and foster good communication and relations. Parents will continue to be consulted at PTA meetings and given the opportunity to make recommendations through the PAC.

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)	14	10	6	9	6	4								49
Intermediate(I)	6	5	4	9	3	4								31
Advanced (A)			3	8	5	9								25
Total	20	15	13	26	14	17	0	0	0	0	0	0	0	105

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	7	2	0	13
4	5	8	7	1	21
5					0
6					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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	6	1	4	1	4	1			17
4	3		10	1	6				20
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed		1							1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		7		7		2		17
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									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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?

focus this year is to better develop the writing process. In addition guided reading is implemented in all classes to address the needs of all students. The data attained from the Periodic Assessments is used to drive instruction and to target areas of weakness in preparation for NYSESLAT. Based on the trends from the Periodic Assessment we are able to adjust and set new SMART goals for our students.

Success is measure in terms of the number of students who are able to exit the program via the NYSESLAT, as well as, the movement from one level to the next in each modality. ELA and Math scores are further evidence of success.

Students who are newcomers to P.S. 54Q are offered the opportunity to take certain content areas in English and in their Native Language. Results vary greatly based on the academic background of the student. Students who are on grade level or above in their Native Language but lack proficiency in English demonstrate greater success than ELLs who are below grade level in their Native Language. This clearly demonstrates that grade appropriate academic preparedness plays a significant role in how our ELLs perform. It has been noted in the last two years that newcomer students who are well prepared academically and possess better receptive language skills than expressive skills in English are usually able to obtain a score of Level 2. This is because although the lessons in the classroom are conducted in English, they acquire content/vocabulary not in their Native Language. Native language support is necessary to comprehend and follow directions. We have not observed that tests taken coley in English or Native language is helpful. English and Native language text used simultaneously seems to be more effective.

Data obtained from Periodic Assessment is used to inform teachers of the level of proficiency of the students. Test results are used to drive instruction and to target areas of weakness in preparation for NYSESLAT and ELA exams. Based on trends from the Periodic Assessment ESL and classroom teachers are able to adjust and set new SMART goals for our students.

Historically English Language Learners have demonstrated that their listening and speaking skills develop before their reading and writing. This is often evident in the Periodic Assessment scores where vocabulary, listening and comprehension is usually not on par with Native speakers. It is also supported by ELA and NYSESLAT scores. Emphasis is therefore placed on developing vocabulary comprehension using ESL methodology in the classroom and in ESL.

Success is measured in terms of the number of students who are able to exit the program via NYSESLAT, as well as, movement from a lower level of proficiency to a higher one in each domain of language learning. ELA and Math scores are further evidence of success. In addition to standardized tests, overall performance in the school setting is also considered. Any small increments of achievement in academic as well as social areas for English Language Learners are important and should be celebrated.

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

Part VI: LAP Assurances

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		