



**CHARLES W. LENG
PUBLIC SCHOOL 54**

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

**SCHOOL: 31/R/054 PUBLIC SCHOOL 54
ADDRESS: 1060 WILLOWBROOK ROAD
STATEN ISLAND, NEW YORK 10314
TELEPHONE: 718-698-0600
FAX: 718-698-1736**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P. S. 54 **SCHOOL NAME:** Charles W. Leng

SCHOOL ADDRESS: 1060 Willowbrook Road Staten island, New York 10314

SCHOOL TELEPHONE: 718-698-0600 **FAX:** 718-6981736

SCHOOL CONTACT PERSON: Anna Castley **EMAIL ADDRESS:** acastle@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Karen La Rosa

PRINCIPAL: Anna Castley

UFT CHAPTER LEADER: Cynthia Vesce/Laura Kessler Co-Chairs

PARENTS' ASSOCIATION PRESIDENT: Colleen Costigliola

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 405

NETWORK LEADER: Karen Ditolla

SUPERINTENDENT: Erminia Claudio

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Anna Castley	*Principal or Designee	
Karen LaRosa	Asst. Principal/Staff	
Cynthia Vesce	*UFT Chapter Chairperson or Designee	
Colleen Costigliola	*PA/PTA President or Designated Co-President	
Claudia Sheiman	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Elizabeth Hession	Member/Staff	
Donna Krachenfels	Member/Staff	
Laura Kessler	Member/Staff	
Annmarie Tripoli	Member/Parent	
Danielle Wolff	Member/Parent	
Phyllis Edelman	Member/Parent	
Michele Schwartz Peggy Trembone	Member/Parent Member/Parent	

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

P.S. 54 is a School-wide Enrichment Model School for the Gifted and Talented, servicing a diverse population of students in Pre-Kindergarten through Grade Five. The school is driven by the belief that all children have unique interests and talents; we are also aware that very often young children believe that the choices they have influencing their own lives are greatly limited. In a collaborative effort to counteract this perception, the administration and staff have embraced the philosophy that students should be encouraged to be proactive in the identification of their own special interests, talents and gifts. Students at P.S. 54 are provided with opportunities to identify their interests, thus securing the intrinsic motivation crucial to pursuing these interests, and thereby achieving the affective dimensions of learning. The cognitive dimensions of learning are addressed through the infusion of enrichment, utilizing Enrichment Clusters, into the Core curriculum subject areas. The research based philosophy that ensures this delivery of both cognitive and affective instruction, is the Joseph Renzulli ***School-wide Enrichment Model for the Gifted and Talented (SEM)***. At PS 54, the SEM model develops high levels of multiple potentials through a broad range of enriching learning experiences for all learners. The infusion of the arts, encompassing both visual and performing arts, generates additional positive impact on the facilitation and enhancement of student learning and achievement.

The organizational structure of PS 54 compliments the Renzulli Model of Enrichment for all students. Students' interests are incorporated into their education through a purposeful, methodic approach to learning. Grade Five is organized into theme centered classes, known as the Academies of Inquiry and Talent Development. These academies for the 2010-11 school year are Economics and Business, Journalism and Media, Science and Technology (two classes), and Arts Academy. Interest Based Enrichment Clusters in Grades Four embody all disciplines and Content Enrichment Clusters in Kindergarten through grade three focuses on enrichment through the exploration of Science and Social Studies.

The PS 54 motto, "Tradition of Excellence", epitomizes our belief that a broad curricular base with special focus on proficiency in basic skills, results in achievement and motivation. Embedded within this belief is that literacy is paramount, and is reinforced within all instructional areas. We emphasize both the mastery of Writing, both creative and functional, utilizing the ***Independent Investigation Method***, (IIM) and mathematical competency through ***Every Day Mathematics***, a research-based program developed by the University of Chicago, School of Mathematics.

The outcomes of the unique characteristics of our school environment, and the distinctive academic programs at PS 54, result in our students maintaining keen interest, as well as pro-activity and productivity, both in their own schooling as well as in their lives away from school. Rather than having students feel as if they are taught "at", teachers and facilitators work to "inspire" students to take ownership of their own learning. Students are instilled with a curiosity about their world through attention to students' interests in specific areas, and are given the tools and the encouragement to explore and research their special interests. Thus, the inquisitive nature of our students develops and grows.

Part B. School Demographics and Accountability Snapshot (SDAS)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	. S. 54				
District:	31	DBN #:	31R054	School BEDS Code:	35-31-00-010054

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	72	72	69		94.5	95.2	TBD		
Kindergarten	109	136	140						
Grade 1	127	137	141	Student Stability: % of Enrollment					
Grade 2	139	141	137	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	111	134	144		93.8%	92.9%	TBD		
Grade 4	120	115	139						
Grade 5	121	149	121	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					37.1%	40.98%	59.1%		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					5	6	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	799	889	892		4	6	6		
14									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	23	21	22						
No. in Collaborative Team Teaching (CTT) Classes	30	39	51	Principal Suspensions	5	14	8		
Number all others	39	46	59	Superintendent	2	7	2		

DEMOGRAPHICS							
				Suspensions			
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	N/A	N/A
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	N/A	N/A	N/A
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	87	88	86	Number of Staff: Includes all full-time staff			
# ELLS with IEPs	0	0	20	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	57	59	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	13	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	6	TBD
	N/A	N/A					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	100%	TBD
American Indian or Alaska Native	.04	.02	0.1	Percent more than two years teaching in this school	84.2%	86.4%	TBD
Black or African American	6.5	7.2	7.3	Percent more than five years teaching anywhere	63.2%	66.1%	TBD
Hispanic or Latino	18.2	18.6	19.6				
Asian or Native Hawaiian/Other Pacific Isl.	34.2	35.4	36.2	Percent Masters Degree or higher	96.0%	97%	TBD
White	40.8	38.5	35.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.1%	100%	TBD
Multi-racial	0	1	TBD				
Male	49.5	49.2	48.0				
Female	50.5	50.8	52.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	X <input type="checkbox"/> 2006-07	X <input type="checkbox"/> 2007-08	X <input type="checkbox"/> 2008-09	X <input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURRE School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURRE identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check ✓)</u>				<u>Category (Check ✓)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)	X						
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)			
	ELA:	X		ELA:			
	Math:	X		Math:			
	Science:	X		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	X	X	X				
Ethnicity							
American Indian or Alaska Native							
Black or African American	X	X	-				
Hispanic or Latino	X	X	-				
Asian or Native Hawaiian/Other Pacific Islander	X	X					
White	X	X					

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Multiracial						
Other Groups						
Students with Disabilities	X	X				
Limited English Proficient	-	X				
Economically Disadvantaged	X	X				
Student groups making AYP in each subject	7	8	1			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	67.8%	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	8.0	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	17.1	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	39.7	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	3.0	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

ELA Performance Trends

Due to New York State's recalibration of the formulas used in the scoring of the 2009-2010 New York State English Language Arts (ELA) assessment, current data does not represent an accurate analysis of our ELA Performance Trends and students' progress.

In past years, English Language Arts (ELA) performance has consistently exceeded New York State Performance Standards with at least 80% of all assessed students achieving Levels 3 or 4 on their '06-'07, '07-'08 and '08-'09 New York State ELA assessments. Current data reveals however, that students who took the State ELA in '09 and '10, demonstrated a negative gains of -18%, with the percent of students achieving a Level 3 or a Level 4 declining from 85% in '07-'08 and 86% in '08-'09, to 67% in '09-'10.

English Language Learners (ELLS) currently enrolled at P.S. 54 who took the State ELA in '09 and '10 demonstrated a negative gains of -39% (based on revised scoring guidelines) with the percent of students achieving a Standards Level 3 or 4, declining from 67% in '08-'09 to 28% in '09-'10. This is in opposition our prior years' trends which revealed that ELLS who took the State ELA in '07-'08 and '08-'09, demonstrated 7% positive gains from 60% in '07-'08 to 67% in '08-'09.

Special Education Students currently enrolled at P.S. 54 who took the State ELA in '09 and '10 demonstrated a negative gains of -42% (based on revised scoring guidelines) with the percent of students achieving a Level 3 or 4, declining from 65% in '08-'09 to 23% in '09-'10. This is in opposition our prior years' trends which revealed that our Special Education students demonstrated significant positive gains in the achievement of meeting State Standards, with 65% achievement in '08-'09, as compared to only 9% achievement in '07-'08.

The 2009-2010 NYS Report Card indicates that P.S. 54 has achieved AYP for English Language Arts performance for all students, including all subgroups. P. S. 54's accountability status for ELA is expected to remain in Good Standing, as it has throughout the '06-'07, '07-'08 and '08-'09 school years. Positive yearly trends in AYP for ELA are expected for the 2010-2011 school year, as are trends in our meeting of New York State Accountability Status.

P.S. 54 ELA Performance data indicates that while the majority of P.S. 54 students have consistently exceeded New York State Standards in ELA, our total populations' ELA scores have declined significantly from what were positive trends, to negative gains for the 2009-2010 school year. We recognize that New York State is now holding students to a considerably higher bar compared to previous years. It is anticipated that the 2010-2011 ELA Scores for all of our P.S. 54 testing population, including our ELLS and Special Education students, will initiate a significant gains pattern that will be reflected in positive growth trends for years to come

Math Performance Trends

Due to New York State's recalibration of the formulas used in the scoring of the 2009-2010 New York State Math assessment, current data does not represent an accurate analysis of our Math Performance Trends and student progress.

In past years, Mathematics performance had consistently exceeded New York State Performance Standards with at least 94% of all assessed students achieving Levels 3 and 4 on their '07-'08 and '08-'09 New York State Math assessments. Current data reveals however, that students

who took the State Math in '09 and '10, demonstrated a negative gains of -22%(based on revised scoring guidelines) with the percent of students achieving a Level 3 or a Level 4 declining from 94% in '07-'08 and 94% in '08-'09, to 72% in '09-'10.

English Language Learners (ELLs) currently enrolled at P.S. 54 who took the State Math in '09 and '10 demonstrated a negative gains of -61%(based on revised scoring guidelines) with the percent of students achieving a Standards Level 3 or a Level 4 declining from 100% in '08-'09 to 39% in '09-'10. This is in opposition our prior years' trends which revealed that ELLs who took the State ELA in '07-'08 and '08-'09, demonstrated a consistently perfect score of 100% in Math, with all ELLs achieving a Level 3 or 4 in both '07-'08 and '08-'09.

Special Education Students currently enrolled at P.S. 54 who took the State Math in '09 and '10 demonstrated a negative gains of -56%(based on revised scoring guidelines) with the percentage of students achieving a Level 3 or a Level 4 declining from 88% in '08-'09, to 32% in '09-'10. This is in opposition our prior years' trends which revealed a positive growth from 82% achieving Standards Levels in '09-'07, to 88% in '08-'09.

The 2009-2010 NYS Report Card indicates that P.S. 54 has achieved AYP for Math performance for all students, including all subgroups. P. S. 54's accountability status for Math is expected to remain in Good Standing, as it has throughout the '07-'08, '08-'09 and '09-'10 school years. Positive yearly trends in AYP for Mathematics are expected for the 2010-2011 school year as are trends in our meeting of New York State Accountability Status.

P.S. 54 Mathematics Performance data indicates that while the majority of P.S. 54 students have consistently exceeded New York State Standards in Math, our total populations' Math scores have declined significantly from what were positive trends, to negative gains for the 2009-2010 school year. We recognize that New York State is now holding students to a considerably higher bar compared to previous years. It is anticipated that the 2010-2011 Math Scores for all of our P.S. 54 testing population, including our ELLs and Special Education students, will initiate a significant gains pattern that will be reflected in positive growth trends for years to come.

Science Performance Trends

Science performance has consistently exceeded New York State Performance Standards with over 90% of all assessed students achieving Levels 3 and 4 on their '06-'07, '07-'08, '08-'09 and '09-'10 New York State Science assessments. Performance trends reveal that students' scores have however been somewhat stagnated, with 92% of students in '07-'08, 95% in '08-'09, and 93% in '09-'10, achieving State Standards levels. There was a slight decline of -2% of total students assessed achieving a score of Level 3 or Level 4, from '08-'09 to 09-10.

60% of percent of English Language Learners (ELLs) currently enrolled at P.S. 54 achieved a Standards Level 3 or 4 on their New York State Science assessment in '09 and '10.

Special Education Students currently enrolled at P.S. 54 who took the State Science assessment in '09 and '10 demonstrated a negative gains of -16%, with the percent of students achieving a Level 3 or 4, declining from 100% in '08-'09 to 84% in '09-'10.

The 2009-2010 NYS Report Card indicates that P.S. 54 has achieved AYP for Science performance for all students. P. S. 54's accountability status for Science is expected to remain in Good Standing, as it has throughout the '07-'08, '08-'09 and '09-'10 school years. Positive yearly trends in AYP for Science are expected for the 2010-2011 school year, as are positive trends in our meeting of New York State Accountability Status.

Alignment of CEP Goals to Needs Assessment:

In response to the analysis of the P.S. 54 2009-2010 Progress Report and P.S.54 School Quality Review, our CEP Goals 1-3 focus on the attainment of positive growth toward achieving State Standards in ELA for our 4th-5th grade Special Education and 1st-2nd English Language Learners (ELLS) subgroup populations, and in Mathematics for our 4th grade students. Our fourth goal is reflective of our 1:1 case study intervention program for Special Education and/or high need students.

- Our focus in ELA (Goal #1) is to meet the instructional needs our Special Education subgroup population in grades 4 and 5. We have indicated specific achievement criteria that are reflective of the anticipated growth in reading levels for each of these grades.
- Goal #2 reflects a focus on our Grade 1 and Grade 2 ELL population subgroups. These grades are consistent with our largest enrollment of ELL students. Achievement criterion reflects ECLAS assessment data, a measurement that can be utilized to track ELL students throughout the school year.
- Goal #3 was established in response to a current need for mathematics instructional interventions as indicated through analysis of our 2009-2010 our Progress Report.
- Goal #4 was established in response to a current need for 1:1 academic intervention as identified by our Inquiry/Teacher Team work through their analysis of our 2009-2010 Progress Report.

P.S. 54, 2010-2011 CEP Goals are directly aligned to the **2009-2010 Quality Review, Areas of Improvement**, as indicted below:

1. ***Refine and monitor the progress of relevant subgroups to evaluate trends and ensure that all students are achieving their goals throughout the year.*** *The school uses individual formative and summative reports to track and monitor individual students. However, the school is not utilizing a tracking tool to measure the progress of special education students. As a result, some teachers are not revising students' goals consistently. Therefore, some special education students are not making exemplary gains as evidenced by the most recent progress report in English language arts and math.*

In response: In order to refine and monitor the progress of our Special Education students, we have increased the collaboration between the SSETS teachers, OTC Service Providers, Special Education CTT teachers and classroom teachers through the implementation of a classroom tracking tool directly aligned with each student's IEP goals. The components of this tracking tool consist of a copy of the student's *Annual Goals* (p. 6 of the IEP) alongside a classroom *Task Goals* sheet. Each teacher, in collaboration with the SETTS teachers, and with all other summative and formative data considered, assigns specific classroom Task Goals, in ELA and Math as applicable, which are aligned with her students' annual IEP Goals. These goals are pursued within a specific time frame, and acknowledged as *attained* when the student has mastered the stated task goal. At the time of attainment, a second goal, built upon the initial goal, is established. This process is ongoing, thereby ensuring that Special Education students are achieving their goals throughout the school year.

2. ***Deepen the analysis of data by the faculty to better understand the needs of specific subgroups and set goals that affect student learning.*** *Teachers gather and analyze summative data. However, not all teachers deeply analyze classroom level data, including student work and projects, to identify the strengths and needs of individual students. As a result, not all students are being sufficiently challenged to reach greater levels of achievement, especially special education students.*

In response: All P.S. 54 teachers, including all classroom teachers, content specialists and administration, have identified a special needs/IEP student with whom they conduct a *one-on-one case study*. All case study students have been identified as students for whom traditional instruction has not proven effective, with many of these students coming from our Special Education and ELL subgroup populations, including ELL *Extension of Services* students. As part of the case study process, teachers deeply analyze classroom level data, including student work and projects, in order to identify their student's strengths and needs. Utilizing both summative and formative data, a plan for student improvement is developed which is based on what the child is already capable of doing, thereby helping the child to reach greater levels of achievement. It is anticipated that this specialized data analysis will eventually become common practice for teachers, thereby affecting system change for our special education subgroup, and eventually for our total student population.

- 3. *Strengthen professional development so that all teachers use instructional practices that respond to student needs, are reflective in providing guiding comments, and target clear next steps for student learning.* Teachers use rubrics to evaluate student work and note performance levels. However, not all teachers engage in the process of providing students with next steps on improving their written work. This limits teacher impact on moving students forward and prevents some students from monitoring their own progress and taking responsibility for their learning.**

In response: Through ongoing in-school Professional Development sessions, our teachers are sharpening their knowledge of teaching and learning by engaging in the Language Experience Approach (LEA) philosophy: *What a child thinks they can say; what they say they can write, what they write they can read*. In this manner, teachers are responding to students in a very personal and individualized way. Utilizing LEA, teachers challenge their students to reach greater levels of achievement based on their own very specific and individualized learning needs. Based on individual student work outcomes, each case study student is provided with guiding comments and clear next steps. As an outcome of individual case studies, it is anticipated that the instructional insights gained, will have a systemic affect on teachers' ongoing interactions with all students. Insight to this greater systemic effect is clearly visible throughout the school, as evidenced through constructive teacher comments both within the classroom on students' goals sheets, as well as indicted on student work displayed throughout the school building.

Note: We expect that lessons-learned through our pursuit of these goals/responses will initiate positive growth trends in school-wide improvement for our total P.S. 54 student population.

Learning Environment Trends

The 2009-2010 Learning Environment Survey results indicate an upward trend from the 2008-2009 school year. In the area of *Academic Expectations* there was a six point increase, *communication* a nine point increase, *Engagement* a 14 point increase and *Safety and Respect* a 5 point increase, indicating a thirty-four point improvement over the previous year.

What have been the greatest accomplishments over the last couple of years?

- Professional Development was provided in the area of differentiation of instruction and data to drive instruction. The outcomes enabled Teacher teams to collaborate with Data Specialist on the interpretation of data and the sharing of teaching strategies. Teacher teams are evolving and expanding to a meeting whereby teachers collaborate and share best practices.

- *Renzulli Learning* provided data to differentiate the delivery of instruction through interests, learning styles and expression styles. The curriculum connections align students' need areas with identified skills.
- Student goals have focused the learner on being responsible. Teacher's interim bench mark goals for students have kept the teacher focused on raising expectations.
- The creation of the www.PS54Ladybugs.org website. This site will enable parents/guardians and teachers to communicate. Up to the minute information about the school and events can be e-mailed to cell phones and all this can be change to the language of choice with a click of the mouse.
- Our newly implemented 1:1 Case Study Program has enabled our teachers to gain significant insights into the learning needs of targeted students.
- Our newly implemented "*It Takes You*" theme and our PENCIL Partnership with The Compass Group have enabled us to address the needs of the whole child: body, mind and spirit.

What are the most significant aids or barriers to the school's continuous improvement?

Aids to school improvement:

- Teachers strive for self improvement and set personal goals.
- School wide Enrichment Model provides opportunities for all learners-students and teachers
- Smart board Technology has infused excitement in the delivery of instruction. Ten Smartboards were installed in classrooms. This has provided alternative modalities so students approach curriculum visually and kinesthetically.
- Professional Development on Balanced Literacy, Great Books, Smartboard Technology, and differentiation Strategies.
- Time is provided for teacher teams to meet with the data specialist to analyze data. The data provided specific skill information to group students according to needs.
- Core Curriculum keeps the content specialists focused
- Interim assessments such as the ECLAS, E-PAL, Scantron Performance Series and the Predictive Acuity provide teachers with the most current data.
- Partnerships, such as with The Compass Group provide needed resources.
- SBO (35 minutes extended day) provides time for 1:1 AIS

Barriers to school improvement:

- Technology: Keeping the equipment maintained and current is a real challenge. There needs to be a full time in house technology expert.

- Space: Special education students are housed in half size classrooms. One class is a grade four/five which is a testing grade. The group dynamics associated with learning and expression styles needs indicate the necessity for a regular sized classroom environment.
- Physical Education: The student cafeteria is also the gymnasium. This seriously eliminates the number of classes who are able to use the gym and the efficacy of the Fitnessgram.
- Budget cuts: Lost 20% of school aide staff, 33% of secretarial staff. Class size is over 28 students in grades 2-4 and over 30 students in grade 5.

SECTION V: ANNUAL SCHOOL GOALS

Goal 1: By June 2011, 80% of all 4th and 5th Grade Special Education students will demonstrate growth towards achieving State Standards in ELA, as measured by an increase of at least three Fountas and Pinnell Reading Levels for Special Education students in Grade 4, and at least four Fountas and Pinnell Reading Levels for Special Education students in Grade 5, as measured from their September, 2010 baseline Reading Levels

Goal 2: By June 2011, 80% of 1st and 2nd Grade English Language Learners (ELLs) will demonstrate growth towards achieving English Proficiency in ELA, as measured by progressively increased levels of achievement within the four ECLAS-2 Literacy Strands of Phonemic Awareness, Phonics, Reading and Oral Expression and Listening and Writing, as measured by established mid-year and end-year benchmarks, with the end of year outcomes demonstrating a total growth of at least two ECLAS-2 Benchmark Levels in all Literacy Strands.

Goal 3: By June 2011, 80% of 4th grade students who scored lower than a Performance Standards Level 3 on the 2009-2010 New York State Math will demonstrate growth towards achieving State Standards in Math as measured by attaining a Scantron Performance Series placement indicator score of at least **Grade Level (G)** or **Upper Quartile (U)** as measured from their October, 2010 baseline Performance Series Math level.

Goal 4: By June, 2011, through our 1:1 case study work with select Special Education and/or high-need students, and our continued professional collaboration within our respective Teacher Teams, Grades 3-5 classroom teachers will have acquired valuable instructional strategies and best practices that will initiate positive systemic change within P.S. 54. This change will be evidenced by positive growth in ELA test scores from the 2010 to the 2011 State ELA for at least 80% of our Special Education and/or high need students in Grades 4 and 5.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): GOAL 1: Special Education

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: By June 2011, 80% of all 4th and 5th Grade Special Education students will demonstrate growth towards achieving State Standards in ELA, as measured by an increase of at least three Fountas and Pinnell Reading Levels for Special Education students in Grade 4, and at least four Fountas and Pinnell Reading Levels for Special Education students in Grade 5, as measured from their September, 2010 baseline Reading Levels.</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>	<ul style="list-style-type: none"> • Special Education teachers will utilize Developmental Reading Assessment (DRA) and/or Writing and Reading Assessment Profile (WRAP) to determine student growth in both decoding skills and reading comprehension levels, by monitoring progress within the benchmarks of the Monitoring for Results assessment system. As indicated through the establishment of Triennial Interim Benchmarks, students will demonstrate growth of at least one Fountas and Pinnell Reading Level in each benchmark period for Grade 4 Special Education students, and at least one Fountas and Pinnell Reading Level in one benchmark period and two in another, for Grade 5 Special Education students. All literacy instruction for students who do not achieve benchmark growth as indicated by their initial benchmark outcomes, will be reevaluated for its effectiveness, and alternate, differentiated instructional strategies, determined by students’ individualized learning needs, will be implemented for these students. • Those students stated above who are not make sufficient progress will be mentored 1:1 for five times a week for 35 minutes per day. A diagnostic prescriptive approach will be implemented. • The P.S. 54 Inquiry/Teacher Teams will each identify a Target Population, consisting of the lowest two students in each class on their Team’s grade. This Target Population will include two students from each of our Self-contained Special Education and CTT classes, for a total of eight low functioning Special Education students as members of the Target Populations of both 4th and 5th Grades. Work samples and assessment data for these Special Education Target Population students will be presented and analyzed at monthly Inquiry/Teacher Team meetings, followed by each Team members offering strategic intervention strategies for alternate instruction, based on the presented needs.

	<ul style="list-style-type: none"> • 4th and 5th Grade Special Education students will be assessed triennially utilizing the Scantron Performance Series assessment, and mid-year utilizing the Acuity Predictive assessment. Special Education teachers will analyze results through the review of the <i>Suggested Learning Objectives Not Attained</i> on the Scantron Performance Series and the <i>Item Analysis Incorrect Responses</i> on the Acuity Predictive. State ELA assessment results from the prior year, as well as ongoing informal teacher assessments, including looking at student work, observing reading behaviors and conferencing, will also be utilized for the determination of the progress of 4th and 5th Grade Special Education students towards meeting State Standards. • All 4th and 5th Special Education students, in collaboration with their teachers, will formulate specific instructional goals based on their individual needs. They will maintain their goals on a goals sheet which will accompany them both while in school and at home. These goals will be monitored and revised throughout the school year. • The P.S. 54 Data Specialist will assist Teacher Teams in the tracking of students' ELA progress throughout the year through the utilization all available data, including the Scantron Performance Series Gains Reports and the Acuity Predictive assessments, and will collaborate with teachers on data interpretation for the purpose of planning instruction. • Special Education teachers will utilize ARIS to analyze demographics, periodic assessments and to track student growth in order to implement instructional strategies aligned with students' needs. Planning will take place during teachers' preparation periods and monthly Teacher-Team meetings. Students who are identified as not exhibiting significant growth toward the annual goal will be reevaluated for alternate instructional strategies. • Special Education teachers will utilize Renzulli Learning to group students for small group, and individual instruction aligned with their Renzulli Learning Profiles. Students will be instructed according to specific instructional needs, learning styles and preferred modes of expression.
<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</i></p>	<ul style="list-style-type: none"> • Funding for the Inquiry Team will be satisfied from money set aside in Galaxy for School Inquiry Teams. • Funding for the Data Specialist will be satisfied from money set aside in Galaxy for School Data

<p><i>described in this action plan.</i></p>	<ul style="list-style-type: none"> • Utilization of the SBO (37.5 minutes) extended day to schedule 1:1 Academic Intervention from 9:00 – 9:35 daily utilizing our Content Area Specialists Teachers.
<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 DRA and WRAP assessments will be used 4 times yearly at specified benchmark periods, as specified in the Monitoring for Results Program. Results of the DRA and WRAP will be recorded on a log to track students' reading levels throughout the school year. Each benchmark will indicate progress toward the end-of-year goal. As indicated through the establishment of Triennial Interim Benchmarks, projected gains indicate that students will demonstrate growth of at least one Fountas and Pinnell Reading Level in each benchmark period for Grade 4 Special Education students, and at least one Fountas and Pinnell Reading Level in one benchmark period and two in another, for Grade 5 Special Education students.</p> <p>ARIS reports, reflecting student progress on all Scantron Performance Series, Acuity Predictive and State ELA assessments will be retrieved upon availability by the Data Specialist, and analyzed by individual Special Education classroom teachers, Inquiry/Teacher Teams and Administration throughout the school year. Projected gains are that all 4th and 5th Special Education students will show progress toward Goal 1, as indicated through the Scantron Performance Series Winter and Spring Interquartile Placement Indicators, Acuity Predictive's individual Student Longitudinal Report, and the change in proficiency rating between the 2009 and 2010 ELA.</p> <p>Monthly meetings of Inquiry/Teacher Teams will generate ongoing discussions, as well as flexible action plans, for addressing the changing needs of the Special Education Target Population students. Specific instructional strategies will be offered and applied, and outcomes will be reviewed by all Team members throughout the school year. All outcomes of Teacher Team meetings will be recorded as minutes and maintained for review in the Team Leaders' Teacher Team Binders.</p>

GOAL 2: English Language Learners
English Proficiency

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal 2:By June 2011, 80% of 1st and 2nd Grade English Language Learners (ELLs) will demonstrate growth towards achieving English Proficiency in ELA, evidenced by progressively increased levels of achievement within the four ECLAS-2 Literacy Strands of Phonemic Awareness, Phonics, Reading and Oral Expression and Listening and Writing, and measured by established mid-year and end-year benchmarks, with the end of year outcomes demonstrating a total growth of at least two ECLAS-2 Benchmark Levels in all Literacy Strands.</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>	<ul style="list-style-type: none"> • Following each ECLAS-2 testing period, the results of the 1st and 2nd Grade ELL population’s 2010-2011 assessments will be analyzed for evidence of progress toward achieving the stated Annual Goal. English Language Learners’ classroom teachers will plan differentiated and individualized instruction based on the results of this analysis. As an outcome of planning, areas of student deficiency within the four Literacy Strands, Phonemic Awareness, Phonics, Reading and Oral Expression and Listening and Writing will be identified, and provisions for alternate instructional strategies will be formulated and implemented. • One of our two full time ELL teachers will meet daily with all 1st and 2nd grade ELL students, utilizing a Push-In Intervention program. The classroom teacher, along with the ELL teacher, will plan for instruction based on the results of all assessment data, including the 2009-2010 NYSESLAT, the 2010-2011 ECLAS-2, and all informal classroom assessments, including teacher observations, conferencing, and classroom performance. • The P.S. 54 Inquiry/Teacher Teams will identify Target Populations, consisting of the lowest two students in each class on their Team’s grade. This Target Population will include two students from each of our 1st and 2nd grade ELL classes, and ELL students who fall into this category will be included as Target Population students. Work samples and assessment data for these ELL students will be presented and analyzed at monthly Inquiry/Teacher Team meetings, followed by each Team members offering strategic intervention strategies for alternate instruction based on the presented needs. These students will be followed at monthly Team meetings over the course of the 2010-2011 school year, with new data presented monthly, and instructional suggestions’ outcomes revised.

	<ul style="list-style-type: none"> • Developmental Reading Analysis (DRA) assessments will be administered triennially during predetermined benchmark periods, as designated in the Monitoring for Results Program, to track Grades 1 and 2 ELL students' reading levels throughout the school year. Teachers will indicate interim goals for each student based on benchmark results, and instruction will be put in place accordingly. Triennial Interim Benchmarks for 1st and 2nd Grade ELL students will be established and evaluated during individual teacher preparation periods and teacher-team meetings. • Student ARIS reports, which reveal student demographics, ECLAS and E-PAL, and is slated to reveal NYSESLAT assessments in the 2010-2011 school year, will be analyzed by 1st and 2nd grade ELL classroom teachers and push-in ELL teachers throughout the school year. Small group, and/or individualized differentiated instruction based on these assessment results will take place daily. • The P.S. 54 Data Specialist will assist all teachers of 1st and 2nd grade ELL students in the analysis and interpretation of all assessment data and the transference of this analysis to instructional strategies within the classroom. • ELL students, in collaboration with their teachers, will formulate specific instructional goals based on their individual needs. They will maintain their goals on a Goals sheet which will accompany them both in school and at home. These goals will be monitored and revised throughout the school year. • Teachers of 1st and 2nd grade ELL students will utilize Renzulli Learning to group students for personalized small group and individual instruction, aligned with their Renzulli Learning Profiles. Consequently, instruction will include accommodations for students' interests, learning styles and preferred modes of expression.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for the Inquiry Team will be satisfied from money set aside in Galaxy for School Inquiry Teams.</p> <p>Funding for the Data Specialist will be satisfied from money set aside in Galaxy for School Data Specialist.</p> <p>Utilization of SBO (37.5 minutes) extended day to schedule 1:1 Academic Intervention from 9:00 – 9:35 daily utilizing our Content Area Specialists Teachers.</p>

Indicators of Interim Progress and/or Accomplishment

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

The DRA and WRAP assessments will be used 4 times yearly at specified benchmark periods, as indicated in the **Monitoring for Results Program**. Results of the DRA and WRAP will be recorded on a log to track students' reading levels throughout the school year. As indicated through the establishment of Triennial Interim Benchmarks, projected gains indicate that all 1st and 2nd Grade ELL students will demonstrate growth of at least one **Fountas and Pinnell Reading** Levels in two benchmark periods, and a growth of two **Fountas and Pinnell Reading** Levels in a third, for a total growth of four **Fountas and Pinnell Reading** Levels by the completion of the 2010-2011 school year. Thus, each benchmark period will indicate progress toward the end-of-year goal.

Monthly meetings of Inquiry/Teacher Teams will generate ongoing discussions, as well as flexible action plans, for addressing the changing needs of English Language Learner Population students. Specific instructional strategies will be offered and applied, and outcomes will be reviewed by all Team members throughout the school year. All outcomes of Teacher Team meetings will be recorded as minutes and maintained for review in the Team Leaders' Teacher Team Binders.

ARIS reports, reflecting ELL student progress on ECLAS-2, E-Pal and NYSESLAT, will be retrieved upon availability by the Data Specialist, and analyzed by individual ELL classroom teachers, Inquiry/Teacher Teams and Administration throughout the school year. Projected gains are that 80% of 1st and 2nd Grade ELL students will show progress toward the annual Goal, as indicated through the ECLAS-2 Activity Benchmark Levels. Students will show progress of at least one Level growth mid-year and one Level growth end of year, towards Standards Level of Level 3 midyear, and Level 4 end of year, in Grade 1 and Levels 5 midyear, and Level 6 end of year in Grade 2, in all areas of Phonemic Awareness, Phonics, Reading and Oral Expression and Listening and Writing.

Specific Student S.M.A.R.T. Goals for our ELL students, recorded on the Students' Goals Sheet, will be created, addressed, and satisfied, throughout the school year.

Subject/Area (where relevant): GOAL 3: Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: June 2011, 80% of 4th grade students who scored lower than a Performance Standards Level 3 on the 2009-2010 New York State Math will demonstrate growth towards achieving State Standards in Math as measured by attaining a Scantron Performance Series placement indicator score of at least Grade Level (G) or Upper Quartile (U) as measured from their October, 2010 baseline Performance Series Math level.</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>	<ul style="list-style-type: none"> • All 4th grade students who attained lower than a Standards Performance Level 3 on the 2010 State Mathematics assessment will be identified. In early October, these Targeted Students will be assessed utilizing the Scantron Performance Series Math Periodic Assessment. An analysis of assessment scores will reveal an item analysis indicating each student’s areas of deficiency. Based on this item analysis, <i>Performance Learning Objectives</i> will be generated for each student. All instructional personnel, including classroom teachers and instructional support service providers will examine this data, and will devise plans for individualized, differentiated instruction. Along with on-going evaluations of instructional program effectiveness, an interim Performance Series Assessment will be conducted midyear to assess student progress. Revised <i>Performance Learning Objectives</i>, and the resulting instruction based on these objectives, will be put in place. All mathematics instruction for students who do not achieve interim benchmark growth will be reevaluated for its effectiveness, and alternate, differentiated instructional strategies, determined by students’ individualized learning needs, will be implemented for these students. • Those students stated above who are not make sufficient progress will be mentored 1:1 for five times a week for 35 minutes per day. A diagnostic prescriptive approach will be implemented • The P.S. 54 Inquiry/Teacher Teams will each identify a Target Population, consisting of the lowest performing two students in each class on their Team’s grade. This Target Population will include students performing below Standards level in mathematics. Work samples and assessment data for these students will be presented and analyzed at monthly Inquiry/Teacher Team meetings, followed by each team member offering strategic intervention strategies for alternate instruction, based on the presented needs. • 4th Grade Target Population students will be assessed mid-year utilizing the Acuity Predictive assessment for mathematics. All teachers, including classroom teachers and

	<p>support service providers will analyze results through the review of the <i>Item Analysis Incorrect Responses</i> on the Acuity Predictive.</p> <ul style="list-style-type: none"> • Informal formative, as well as summative teacher assessments, including looking at student work and observing mathematic reasoning behaviors, will also be utilized for the determination of the progress of the Target Population students towards meeting State Standards. Plans for targeted intervention will be put in place based on the results. • All Target Population students, in collaboration with their teachers, will formulate specific Mathematics Instructional Goals based on their individual needs. They will maintain their goals on a goals sheet which will accompany them both while in school and at home. These goals will be monitored and revised throughout the school year. • The P.S. 54 Data Specialist will assist Teacher Teams in the tracking of students' Mathematics progress throughout the year through the utilization all available data, including the Scantron Performance Series Gains Reports and the Acuity Predictive assessments, and will collaborate with teachers on data interpretation for the purpose of planning instruction. • Classroom teachers will utilize ARIS to analyze demographics, periodic assessments and to track student growth in order to implement instructional strategies aligned with students' needs. Planning will take place during teachers' preparation periods and monthly Teacher-Team meetings. Students who do not exhibiting significant growth toward the annual goal will be reevaluated for alternate instructional strategies. • Teachers will utilize Renzulli Learning to group students for small group and individualized instruction aligned with their Renzulli Learning Profiles. The <i>Curriculum Connection</i> component of Renzulli Learning will align students' specific mathematical instructional needs with their interests, learning styles and preferred modes of expression in their growth towards mathematical competency.
<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>	<ul style="list-style-type: none"> • Funding for the Inquiry Team will be satisfied from money set aside in Galaxy for School Inquiry Teams. • Funding for the Data Specialist will be satisfied from money set aside in Galaxy for School Data Specialist. • Utilization of the SBO (37.5 minutes) extended day to schedule 1:1 Academic

	<p style="text-align: center;">Intervention from 9:00 – 9:35 daily utilizing our Content Area Specialists Teachers.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The Scantron Performance Series assessments in mathematics will be utilized 3 times yearly at specified benchmark periods. Each benchmark will indicate progress toward the end-of-year goal. Projected gains will indicate that students attain a midyear growth of at least half-way towards the achievement of grade level or upper quartile, as measured from their initial October, 2010 baseline Performance Series mathematics assessment. • ARIS reports, reflecting student progress on all Scantron Performance Series, Acuity Predictive and State Math assessments will be retrieved upon availability by the Data Specialist, and analyzed by individual teachers, Inquiry/Teacher Teams and Administration throughout the school year. Projected gains are that all 4th grade students who scored lower than a Performance Standards Level 3 on the 2009-2010 New York State Math will show progress toward achieving State Standards as indicted through an on-going review of all ARIS reported data. • Monthly meetings of Inquiry/Teacher Teams will generate ongoing discussions, as well as flexible action plans, for addressing the changing needs of the targeted population students. Specific instructional strategies will be offered and applied, and outcomes will be reviewed by all Team members throughout the school year. All outcomes of Teacher Team meetings will be recorded as minutes and maintained for review in the Team Leaders' Teacher Team Binders. • Specific Student S.M.A.R.T. Goals for our Targeted Population students, recorded on the Students' Goals Sheet, will be created, addressed, and satisfied, throughout the school year.

GOAL 4: ELA 1:1 Intervention

Subject/Area (where relevant): Special Education/High Needs Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: By June, 2011, through our 1:1 case study work with select Special Education and/or high-need students, and our continued professional collaboration within our respective Teacher Teams, Grades 3-5 classroom teachers will have acquired valuable instructional strategies and best practices that will initiate positive systemic change within P.S. 54. This change will be evidenced by positive growth in ELA test scores from the 2010 to the 2011 State ELA for at least 80% of our Special Education and/or high need students in Grades 4 and 5.</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>	<ul style="list-style-type: none"> • The P.S. 54 Inquiry/Teacher Teams will identify Target Population students, consisting of an IEP and/or high needs student from each class on each Teacher Team’s grade level. All students who fall into this category will be mentored 1:1 by their assigned teacher through the utilization of a diagnostic/prescriptive approach. Work samples and assessment data for these students will be presented and analyzed at monthly Inquiry/Teacher Team meetings, followed by each Team member offering strategic intervention strategies for alternate instruction based on the presented needs. Targeted students will be followed at monthly Team meetings over the course of the 2010-2011 school year, with new data presented monthly, instructional outcomes discussed, and intervention strategies revised. • Individualized differentiated instruction, based on each Target Student’s formative and summative needs’ assessments, will take place daily. Instruction, aligned with the indicated skill and instructional strategy utilized, will be tracked on the <i>Targeted Population Individual Instruction Plan</i> template. Interim Goals and dates of mastery will also be indicated and tracked on these templates. • Developmental Reading Analysis (DRA) assessments will be administered triennially during predetermined benchmark periods, as designated in the Monitoring for Results Program, to track Targeted students’ reading levels throughout the school year. Teachers will indicate interim goals for each student based on benchmark results, and instruction will be put in place accordingly. Triennial Interim Benchmarks for targeted students will be established and evaluated during individual teacher preparation periods and teacher-team meetings.

	<ul style="list-style-type: none"> • Student ARIS reports, which reveal student demographics, State ELA, Acuity Predictive and Scantron Performance Series Periodic assessments, will be analyzed by our Inquiry/Teacher Teams, and all teachers conducting 1:1 case studies throughout the school year. The Scantron Performance Series <i>Gains Reports</i>, administered triennially, will serve as an indicator of progress. • The P.S. 54 Data Specialist will assist all teachers of Target Population students in the analysis and interpretation of all assessment data and the transference of this analysis to instructional strategies within the classroom. • Target Population students, in collaboration with their teachers, will formulate specific instructional goals based on their individual needs. They will maintain their goals on a Goals sheet which will accompany them both in school and at home. These goals will be monitored and revised throughout the school year. • Teachers of Target Population students will utilize Renzulli Learning for individualized instruction, aligned with their Renzulli Learning Profiles. Consequently, instruction will include accommodations for students' interests, learning styles and preferred modes of expression.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Funding for the Inquiry Team will be satisfied from money set aside in Galaxy for School Inquiry Teams. • Funding for the Data Specialist will be satisfied from money set aside in Galaxy for School Data Specialist. • Utilization of the SBO (37.5 minutes) extended day to schedule 1:1 Academic Intervention from 9:00 – 9:35 daily utilizing our Content Area Specialists Teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • WRAP assessments will be utilized 4 times yearly at specified benchmark periods, as indicated in the Monitoring for Results Program. Results of the WRAP will be recorded on a log to track students' reading levels throughout the school year. As indicated through the establishment of triennial Interim Benchmarks, projected gains specify that all students in Grade 3-5 will demonstrate growth towards achieving State Standards in ELA, as measured by their Fountas and Pinnell Reading Levels, by the completion of the 2010-2011 school year. Thus, each benchmark period will indicate interim progress toward the end-of-year goal.

- Monthly meetings of Inquiry/Teacher Teams and weekly meetings of Content Specialists (AIS Teacher Team) will generate ongoing discussions, as well as flexible action plans, for addressing the changing needs of Target Population students. Specific instructional strategies will be offered and applied, and outcomes will be reviewed by all Team members throughout the school year. All outcomes of Teacher Team meetings will be recorded as minutes and maintained for review in the Team Leaders' Teacher Team Binders.
- Instruction, aligned with the indicated Skill and instructional Strategy utilized, will be tracked on the *Targeted Population Individual Instruction Plan* template. Outcomes of Interim Goals and dates of mastery will also be indicated and tracked on these templates.
- ARIS reports, reflecting student progress on all Periodic Assessments, including ECLAS-2, E-Pal NYSESLAT, Acuity Predictive and Scantron Performance Series, will be retrieved upon availability by the Data Specialist, and analyzed by individual teachers, Inquiry/Teacher Teams and Administration throughout the school year. Projection is that at least 80% of all Targeted Students will demonstrate positive gains on all Periodic Assessments. These gains will be monitored throughout the year through analysis of established interim goals.
- Specific Student S.M.A.R.T. Goals for our ELL students, recorded on the Students' Goals Sheet, will be created, addressed, and satisfied, throughout the school year.

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	40	20	N/A	N/A	0	0	0	0
1	30	25	N/A	N/A	0	0	0	0
2	35	25	N/A	N/A	0	1	1	0
3	38	30	N/A	N/A	2	1	1	0
4	35	25	28	0	2	1	0	0
5	25	25	0	0	1	2	1	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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Language Experience Approach (LEA), Great Leaps, Wilson and Test preparation: Utilizing in-class small group and 1:1 pull-out program, all Content Specialists and Teacher Teams will be targeting the neediest of the school’s population in all grades K-5 for 1:1 diagnostic prescriptive remediation intervention. Skill-based needs will be identified through the item skills analysis of the ELA Standardized test and the Scantron Performance Series. Service will be provided throughout the school day during Reading Workshop and during 35 min. SBO time period. The Inquiry Team will target high needs IEP 5th graders 1x weekly after school.</p>
<p>Mathematics:</p>	<p>Everyday Mathematics Unit Assessments and the Scantron Performance Series Math will be analyzed to identify at-risk students. Teachers will use this data to differentiate instruction in small needs-based, flexible groups. Skill needs will be identified through the item skills analysis of the Math Standardized test and the Scantron Performance Series. All Content Specialists and Teacher Teams will be targeting the neediest of the school’s population in all grades K-5 and will deliver 1:1 diagnostic prescriptive remediation. Service is provided throughout the school day during Math Workshop and during the 35 min. SBO extended day time period.</p>
<p>Science:</p>	<p>Test preparation will be provided by the Science Content Specialist utilizing students’ Renzulli Learning Profiles. Data will be utilized to remediate students with deficiencies to express their learning in their interest, learning style and expression style modality. Remediation will take place during the school day during the time allotted each class for Science.</p>
<p>Social Studies:</p>	<p>The Social Studies Content Specialist uses the Renzulli Learning Profile data to address the needs of all students. High need students express their learning through their interesst, learning styles and expression styles. All students are serviced during the school day in the time allotted each class for Social Studies.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The guidance counselor monitors student attendance by using the RISA data in ATS. She follows up with phone calls and letters. She’s an active participant on the Attendance Committee. This is done during the school day.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The school psychologist meets with at risk students 1:1 for 20 minutes per week during the school day.</p>

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.

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.

- X** 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) K-5 Number of students to be served: 85 LEP 852 Non-LEP

Number of Teachers 2 Certified ESL Teachers Other Staff (Specify) N/A

Section III. Title III Budget

School: P. S. 54

BEDS Code: 353100010054

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$7,982.40	160 per session hours for one ESL certified teacher and three Gen. Ed teachers for an ESL Meeting Success After School Program to support ELL students. 160 x \$49.89
- Per session	\$1,197.36	24 per session hours for one Gen. Ed library Teacher for ESL After School Open Access Library for ELL students and their parents. 24 x \$49.89
- Per diem	\$1,005.60	Six days per diem for General and ESL teachers for Professional Development
Purchased services	\$3,000.00	Consultant, Chris Lowery, AUSSIE working with teachers and administrators for 2 professional development days on ESL strategies for the ESL program and General Education teachers that serve ELL students.
- High quality staff and curriculum development contracts.		
Supplies and materials	\$1,814.64	Supplies, bilingual books on tape for the library, Leveled Books
- Must be supplemental.		
- Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,000.00	

Part I: School ELL Profile- See Lap worksheet in 2009-10 file

Part II: ELL Identification Process

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 concluding 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).

The person registering the student is given the Home Language Identification Survey (HLIS). This is followed by an informal interview to ascertain whether the HLIS is to be completed in a native language. During this initial screening at registration the Pupil Accounting Secretary is assisted by a pedagogue- general education or ESL Teacher- and our bilingual Parent Coordinator to assist with the HLIS.

Within ten school days of registration, students who meet the HLIS criteria will be administered the LAB-R. A copy of the HLIS is given to the ESL provider.

All ELL students who have been in the country for more than one year, and who did not attain a Proficient (P) score on their 2009-2010 New York State English as a Second Language Achievement Test (NYSESLAT) will be administered the 2010-2011 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?

Within a 10 day period after the administration of the LAB R, the parents/guardians of ELL students are contacted via telephone and/or translated letter of invitation, initiated by the Parent Coordinator and the ESL Teachers, to attend an introductory/welcoming workshop. During this workshop, all three programs-Transitional Bilingual, Dual Language and Freestanding ESL, are described in detail. The parents are also informed of all additional programming at P. S. 54 available for their students. As new ELL students are enrolled at P. S. 54 this outreach is extended to their families, on a one-to-one basis within 10 days of their registration.

3. Describe how your school ensures that entitlement letters are distributed and Parent Surveys 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.)

P.S 54 ESL teachers are accountable for the distribution and return of Parent Surveys and program selection forms. The parent/guardian is signed and returned within a three day period. P.S. 54 ESL teachers and the Parent Coordinator conduct outreach to parents/guardians whose letters have not been returned within this time frame. All responses are currently accounted for at this time.

All documentation is filed and maintained.

Please note the following procedures followed in order to ensure Parent Program Awareness and prompt return of Parent Selection letters:

- Parents/Guardians attend an initial parent orientation meeting.
- ESL Teachers, Parent Coordinator and staff members present an overview of program choices.
- An informative video is shown and literature is presented (available in different languages if needed).
- Questions are answered and clarity of services is ensured. If needed this information is translated into the parent's native language.
- Parents/guardians who did not attend the meeting receive a personal phone call and/or asked to come in for an individual meeting.
- There are one-on-one follow-up conferences held during Curriculum and Parent-Teacher Conferences.
- Outreach by the Parent Coordinator and ESL teachers is held on an ongoing basis throughout the school year.

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.

Upon registration and in consultation with administration, incoming ELL students are placed in a class that has other ELL students in attendance. This procedure is followed so that ESL teachers can push into the classroom for differentiated group instruction when appropriate, and so that ELL students will have the ongoing support of their ELL peers. Students who have some English proficiency are administered the DRA or WRAP to ascertain a Fountas and Pinnell Reading Level. Parents are informed of class placement decisions and their child's English Language readability levels. If needed, this information is translated into the parent's 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.)

Trends reveal that few parents request a program other than our Freestanding ESL Program. Trends indicate that requests for programs other than Freestanding ESL have generally been low and never more than ten (10) requests per grade. However, if we receive an increased amount of requests for an alternate program, we will honor parents' requests as stipulated in CR 154.

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.

There are generally less than 10 requests per grade for programs other than Freestanding ESL, an amount which is too low to open a bilingual class. However, if we do receive an increase in the amount of parents requesting a different program model, we honor the CR 154 regulations and therefore will honor parents' choices.

Part III: Demographics- See LAP worksheet in 2009-10 file

Part IV ELL Programming

A. Programming and Scheduling Information:

1. How is instruction delivered?

a. What are the organizational models?

We have two full time ESL teachers to fulfill the accommodations of our ELL students. The organization of classes in grades K-2 reflects at least 50% ELL s in each class designated for ELLs. ELL teachers utilize both a pull-out and push-in model. A one-to-one mentoring program, offering additional individualized and differentiated instruction, is also in place.

b. What are the program models?

- P. S. 54 has fully implemented the School Wide Enrichment Model for the Gifted and Talented (SEM) for all learners at P. S. 54. Aspiring to the philosophy of Joseph Renzulli, this method of delivering instruction accommodates a large range of interests, learning styles, abilities and teaching practices. All grades have fully implemented the Triad Model of the Renzulli philosophy, within which our ELL students receive enrichment services. Both ESL teachers have received extended Professional Development in SEM, and embed the SEM philosophy in their instruction as well.
- All classes engage in a Balanced Literacy Model for Literacy Instruction during an extended block of time set aside daily for Literacy Instruction. The Balanced Literacy Model includes the Workshop Model in Reading and Writing, as well as Word Work instruction. All students are assessed triennially utilizing the DRA or WRAP to determine their Guided and Independent Reading Levels. Interim goals are established for each student towards the annual goal of the attainment of Standards-level reading proficiency. The three main components of Balanced Literacy-Reading, Word Work and Writing- are at the core of instruction for all learners, including ELLs and students with special needs.
- The Reader's Workshop engages students in instructional Mini-lessons, Read Alouds, Shared Reading, Buddy Reading, Independent Reading and Guided Reading. Academic rigor includes knowledge-based constructivism that includes such strategies as tapping prior knowledge, brainstorming, linking knowledge to a process and making links to content areas. ELLs have a great deal of prior knowledge and we engage in strategies to tap into it, and bring their prior experiences to the instruction at hand. The types of questions the children are asked are modeled after Bloom's Taxonomy. The higher order thinking skills include not only questions of literal comprehension, but also questions that require interpreting, illustrating, diagramming, comparing, contrasting, inventing, creating criticizing debates and justifications.
- P. S. 54 has very high expectations and all learners are required to reach performance standards. Materials for instructional components of Balanced Literacy include classroom-based readying programs that incorporate ESL strategies and techniques. Foundations, Words Their Way and Curriculum Press Phonics, are the word-work structure strategies for grades K-2.

- All ELLs, where appropriate, will receive instruction through Total Physical Response approach (TPR). By using this method students are totally involved in the language acquisition experience. This instructional practice includes tapping prior knowledge, brainstorming and other scaffolding techniques. During their pull-out and one-on-one mentoring instruction, ESL teachers utilize a Language Experience Approach to learning. This approach uses what a child already knows about the English Language to build language and fluency.
- The mainstreamed teachers and the ESL teacher confer frequently regarding individual student's progress or needs, and what adjustments have to be made in order to further assist the ELL student. These adjustments might include for example, adding various culturally diverse reading materials of different levels into the child's library of books. Ongoing discussions include the curriculum modifications, and the formulation of the daily and long-range goals, keeping in mind the levels of language acquisition. Wherever possible, interest inventories will be utilized to convey an ELL learner's interest and preferred learning and expression styles.
- Assessing is ongoing, through the utilization of both formative and summative assessment data, via responsive journal writing, Response to Literature, DRA, WRAP, ECLAS, E-PAL, students' projects and research, and the NYC Periodic Assessments.

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, or ESL)

There are two full time ESL teachers on staff, and each are assigned specific grade levels.

Each ESL teacher's program is designed at the beginning of each school year to provide the mandated 180 or 360 minutes for every student within their assigned grade. Instruction is based on a pull-out model with occasional push-in, along with one-on-one mentoring, based on individual students' needs and circumstances. Students are grouped according to multiple criteria, including NYSESLAT proficiency levels, time in the country, DRA/WRAP reading scores and language needs. During the 37.5 SBO, ESL Teachers meet with ELL students one-on-one.

3. Describe how the content areas are delivered in each program model. Please specify language, and instructional approaches and methods used to make content comprehensible to enrich language development.

- The Science core curriculum provides hands on materials for the students to explore. The ESL teacher assists, models and teaches specific content-based language related to the Science/Social Studies curriculum as needed. There are conversations between the classroom teacher, ELL teacher and Content Specialist about the specific vocabulary relating to the topic. This vocabulary then becomes part of students' word work.

- Balanced Literacy offers the opportunity for children to read non-fiction material for such subjects as Social Studies and Science. ELLs have access to nonfiction material that is part of each classroom's library. A Rigby Classroom Library also provides the classroom teacher with content area material.
- Everyday Math will be maintained for the 2010-11 school year in grades K-5. This approach offers manipulative materials that enhance the ELLs' learning. The ESL teacher assists in mathematics instruction, depending on the individual needs of her students.

4. How do you differentiate instruction for ELL subgroups ?

Groups are formed according to instructional needs, and are based on the NYSESLAT scores and DRA and WRAP reading levels. Scores achieved on the ECLAS, E-PAL, Scantron Performance Series and Acuity Predictive are also considered during differentiated instructional grouping. There are also interest enrichment clusters that meet once a week, during which the ESL teachers push-in with their students.

a. Describe your instructional plan for SIFE?

At this time we do not have any SIFE students. If a SIFE student who has never attended a public school does enroll, the same procedures will be followed as if the student were a new admit (see Part 11). Instructionally, the Literacy Coach will administer an approximate reading level inventory. Age determines class placement, and informal testing will determine proficiency level. Instruction will be differentiated according to skills. Besides receiving the mandatory minutes, out ESL Teachers will offer one-on-one instruction during our 37.5 minutes SBO to offer our SIFE students additional support. In addition, each SIFE students will be assisted in creating a Renzulli Learning Profile, and his/her interests, learning styles and expression styles will be shared with all teachers who service the child.

b. Describe your plans for ELLs in US schools less than three years (newcomers). NCLB now requires ELA testing for ELLS after one year, specify your instructional plan for these ELLS.

A plan for all students who are scheduled to take the ELA assessments, including ELLS who are newcomers, is in place. This plan includes test preparation and differentiated instruction based on student needs. The students are grouped according to proficiency levels and provided with English Language instruction and test preparation within the classroom with classroom teacher, and during scheduled instruction with the ESL teacher. In addition, ELL students are invited to attend the Title III Meeting Success after school program, depending on the availability of funding.

c. Describe your plan for ELLs receiving service 4-6 years.

The plan for ELLs receiving service 4-6 years is to support their language development as they continue to fully acclimate to the English Language. In addition to the mandated ELL services during school, these students are invited to attend the Title III Meeting Success after school program. During this program, they are grouped according to proficiency levels and provided with English Language instruction and test preparation.

d. Describe your plan for Long-Term ELLs (completed 6 years).

In order to service our long-term ELLs, a greater emphasis is placed on developing these students' individual Interests and Learning and Expression Styles in order to further develop their language skills. If these students have been in the school for six years, they are very much a part of the Joseph Renzulli, Schoolwide Enrichment Model (SEM) which taps into students' unique interests and learning styles. Long-term ELLs are also invited to attend the Title III Meeting Success after school program, depending upon funding, where they are grouped according to proficiency levels, and provided with English Language instruction and test preparation.

e. Describe your plan for ELLs identified as having special needs

Some of our ELLs have related services. There are on-going conversations with the Speech and Language teacher and SETSS Teachers. The ESL teacher maintains copies of all IEPs of ELL students, and goals based on these IEPs are woven into the delivery of instruction.

5. Describe your target 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.

- The classroom teacher, along with the ELL teacher, plans for instruction in all subject areas based on the results of all assessment data, including the 2009-2010 NYSESLAT, the 2010-2011 ECLAS-2, and all informal classroom assessments, including teacher observations, conferencing, and classroom performance. If warranted, any ELL student not achieving according to standards-based expectations are remediated one-on-one, during our 37.5 minutes SBO.

- Following each Periodic testing period (ECLAS, E-PAL, Performance Series, Acuity Predictive) for ELA and Math, the results of our ELL population's assessments are analyzed for evidence of academic growth towards achieving State Standards. English Language Learners' classroom teachers plan differentiated and individualized instruction based on the results of these analyses. As an outcome of planning, areas of student needs within all subject areas are identified, interim goals are established, and provisions for alternate instructional strategies are formulated and implemented.

- Developmental Reading Analysis (DRA) assessments are administered triennially during predetermined benchmark periods, as designated in the Monitoring for Results Program, to track all ELL students' reading levels throughout the school year. Teachers indicate interim goals for each student based on benchmark results, and instruction is put in place accordingly.

- Student ARIS reports, which reveal student demographics, Periodic Assessments, and is slated to reveal NYSESLAT assessments in the 2010-2011 school year, is analyzed by ELL classroom teachers and push-in ELL teachers throughout the school year. Small group, and/or individualized differentiated instruction based on these assessment results takes place daily.

- The P.S. 54 Data Specialist assists teachers of ELL students in the analysis and interpretation of all assessment data in all subject areas, and the transference of this analysis to instructional strategies within the classroom.

- ELL students, in collaboration with their teachers, formulate specific instructional goals based on their individual instructional needs. They maintain their goals on a Goals sheet which accompanies them both in school and at home. These goals address needs in all subject areas, and are monitored and revised throughout the school year.

- Teachers utilize online Renzulli Learning to offer ELL students personalized small group and individual instruction, aligned with their Renzulli Learning Profiles. Consequently, instruction includes accommodations for students' interests, learning styles and preferred modes of expression for all subject areas indicating a need for intervention.

6. Describe your plan for continuing transitional support (2 years) for ELLS reaching proficiency on the NYSESLATT.

All students who have reached proficiency on the NYSESLAT are identified by all teachers, through their F-ELL Status Code in ARIS. Teachers track these students for continued progress within their classrooms. If any of these students requires additional support, the classroom teacher elicits the help of one of our two licensed ELL teachers. Intervention is planned through the utilization of one or more of the intervention strategies outlined in Question #5.

7. What new programs or improvements will be considered for the upcoming school year?

Our ESL Adult Literacy Program, which was implemented in 2009-2010, will be elaborated and improved upon in the 2010-2011 school year. Improvements will include extended outreach and a culminating activity that will help to celebrate the diverse cultures of our ELL families. Our one-on-one targeted intervention program will service ELL students during our 37.5 minutes SBO, as well as during predetermined periods of time throughout the school day.

8. What programs/services for ELLS will be discontinued and why?

Overall, programming/services for ELLs will remain the same, however, this year we have implemented a pull-out program for most instruction, rather than push-in, in order to offer more targeted instruction focused on the special needs of our ELL students. No programs/services have been eliminated. Due to a decline in Title III funding the duration and the number of teachers in the after school program will be further reduced.

9. How are ELLS afforded equal access to all school programs? Describe after school and supplemental services offered to ELLS in your building?

Although ELLs are a sub group, their identification does not isolate them from any programming offered by P.S 54, whatsoever. In fact, they are sought out to share in all experiences, programs and activities. Within the SEM model there are many. We offer an after-school ELL Meeting Success Program. During this program ELL students are offered remediation and test preparation, based on their instructional needs.

10. What instructional materials, including technology are used to support ESL (include content area as well s language materials; list ELL subgroups if necessary)?

All ELL students have equal access to all technology. This includes laptops in each classroom, computer classes and open-access computer lab. In addition, the following resources are available:

Smartboards

Renzulli Online Learning

Books on Tape

Trade books in Spanish
Online Programs in Spanish
Native language dictionaries
English Language Dictionaries for ELLs

11. How is native language support delivered in each program model (TBE, Dual Language, and ESL)

Our current program model is Freestanding ESL. Within this program, our ESL Teachers and our bilingual Parent Coordinator translate conversations and information between school and home and teacher and parent/caregiver. Important documents are translated into the home language of all ELL non-English speaking families utilizing the DOE Translation Services.

Since P. S. 54 has many students who speak the same language, buddy students are assigned to students who need translation.

12. Do required services support, and resources correspond, to ELLs' ages and grade levels?

Upon registration, all ELL students are placed in a grade in accordance with the year in which they were born, as evidenced on their Birth Certificates. All services, supports and resources are planned and conducted according to, and within, each grade level. Therefore, required services, supports and all resources, correspond to ELLs' ages and grade levels, with additional support offered through the scaffolding of instruction.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year?

Our bilingual Parent Coordinator works a twelve-month schedule, during which she meets and greets all newly enrolled ELL students and their families, prior to the beginning of the school year. Our ESL teachers begin their school year several days prior to students' scheduled attendance, during which registration for new admits takes place. During these times, both our Parent Coordinator and ESL teachers meet with families of ELLs, offering them information about our services, and sharing all available community resource information available to us. Our Parent Coordinator and ESL teachers offer translation and work with families to ease any anxieties or uncertainties that they might be experiencing. Students are introduced personally to our staff and are made aware of adults they can seek out for additional support once they begin school. Parents receive a Parent Handbook and the all NYC Publications available for parents of ELLs as well as parents of all P.S. 54 students. Our Welcoming Meeting/Workshop is held within the first few days of school as an additional support for families.

C. Schools with Dual Language Programs -DOES NOT APPLY

D. Professional Development and Support for School Staff

D. PARENT INVOLVEMENT

1. Describe the Professional Development plan for all ELL personnel at the school (Please include all teachers of ELLs)

In-school Professional Development will include workshops in the Language Experience Approach to Literacy (LEA) conducted by the P.S. 54

1. Describe the parent involvement in your school including the parents of ELLs.

School Principal, Anna Castley, and held monthly during AIS/PPt team meetings, of which our ESL teachers are members. Mrs. Castley also instructs classroom teachers of ELL students during monthly teacher team meetings on best instructional practice for targeted students.

Family Activities include an International Fair where all families are invited, and through the sharing of food, dance and music, celebrate the assessment tools used to assess the early literacy skills of our ELLs include ECLAS-2 and DRA in grades K-1; ECLAS-2, DRA and E-PAL in Grades 2-3; GRAA/MSAP, Search and Performance Series and Acuity Predictive Assessments in Grades 4 and 5. These Periodic Assessments give them the P.S. 54 Parent Teacher Association (PTA) includes constituents that are representative of our diverse culture, including family members from our ELL population. The PTA conducts outreach in order to include families of ELLs in school participation and in all PTA

TEMPLATE - MAY 2010

Our SEM Content Specialist, Vivian Barone, assists all ESL teachers and teachers of ELL students, as they implement all components of SEM. 41

This includes the Renzulli Learning System, an online program that matches our ELL students' interests and learning and Expression Styles with all aspects and areas of differentiated instruction.

Our Social Studies Content Specialist, Library Teacher, in collaboration with our bilingual Parent Coordinator, conduct open Access

Library Workshops for parents of our ELL students.

teachers information about what ELL students have learned and what they need to learn. Teachers use these assessments, along with other formative assessments, to plan targeted instruction.

- **ECLAS-2** measures the Early Literacy Skills within the areas of Phonemic Awareness, Phonics, Reading and Oral Expression and Listening and Writing.
- **E-PAL** measures Reading and Writing; Listening and Writing; and Writing Mechanics
- **DRA/WRAP** measure Reading Accuracy and Reading Comprehension, with the outcomes being the assigning of a Reading Level (F & P)
- **Scantron Performance Series** Assessments measures each ELL student's current reading skills, and presents teachers with Standards-based *Suggested Learning Objectives* for their ELL students. Teachers are then equipped with a starting-point for instruction, based on what the student already knows.
- **Acuity Predictive** Assessments predict students' anticipated performance on New York State Tests so that teachers can help every student meet or exceed the New York State Learning Standards.

All teachers of ELL students utilize the *English Language Learners Instructional Organization Chart*, the *Monitoring for Results* data tracking sheet, the *Instructional Grouping* and *Individualized Instruction Plan* spread-sheets that align with both the NYSESLAT and the Periodic Assessments, to set interim benchmark and long-term goals for their ELL students. These assessments provide valuable insight into early literacy skills, reading behaviors and reading levels.

2. What is revealed by the data patterns across proficiency levels on Lab-R and NYSLATT and grades?

NYSESLATT Performance Trends:

- A review of 2009-2010 New York State Second Language Achievement Test (NYSLATT) Exam History Report reveals that in 2010 Grades one through five all scored a Level Intermediate (I) or higher on the Listening and Speaking component of the NYSESLAT
- Kindergarten and fifth Grade ELL students demonstrate a need to raise their scale scores in Reading, Writing, Listening and Speaking.
- A review of Grades 1-4 indicates a need to increase scale scores in the areas of Reading and Writing.
- A review of the 2009-2010 NYSESLAT Exam History Report indicated that 8 out of 21 students demonstrated zero growth from their 2006 assessment results to their current 2008 scores. Fourteen students out of 63 students who took the NYSESLAT scored Proficient. Twelve out of the 63 students showed no performance levels growth-they remained at the same level of proficiency from the previous year. Two students who took the ECLAS in grades 2 and six students in grade 3 made less than level 1 progress.

3. How will the patterns across NYSLATT modalities – reading writing and listening and speaking - affect instructional decisions?

The Literacy Coach/Data Specialist, ESL teachers and the classroom teachers of ELL students are cognizant of the needs of ELLS based on the patterns across NYSESLAT modalities. The NYSESLAT data is disseminated upon availability by the Data Specialist and ESL teachers.

All teachers of ELL students utilize the *English Language Learners Instructional Organization Chart*, which is based on NYSESLAT Results, to track progress in the areas of students' need. A plan is implemented for instruction and revised according to interim and annual goals. In essence, all teachers are responsible for the English Language learner, and results of NYSESLAT guide their instruction.

4. For Each Program answer the following:

a. Examine student results.

Upon examination of ELL students' NYSESLAT results, we have concluded that overall our students require additional support in the areas of Reading and Writing (see #2). Through our Freestanding ESL Program, our ESL teachers, in collaboration with our classroom teachers, focus on Reading and Writing for those students whose NYSESLAT assessment indicate that support is needed. Based on the dissemination of the data, support is also given to all students who did not achieve progress in the areas of Speaking and Listening.

b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

The P.S. 54 Data Specialist/Literacy Coach meets regularly with school leadership and Teacher Teams to access and analyze the data available in ARIS. Decisions involving instruction are made based on these results. All ELL Service providers, ESL Teachers and classroom teachers of ELLs are coached to form ability and skills needs groups utilizing the data.

c. What is the school learning about ELLs from the periodic assessments?

The Periodic Assessments indicate that ELLs have needs that generally focus on Literacy Skills. Our analysis of the results of ELLs' Periodic Assessments has consistently indicated a need for improvement in both Reading and Writing. We have learned that when we use a language rich approach to instruction, utilizing realia and real-life experiences, our ELLs literacy scores improve.

Math scores, as indicated through the Periodic Assessments, are generally within Standards expectations.

Renzulli Learning profiles indicate that many ELLs respond well to technology.

5. How is the native language used?

Depending on the needs of the student and the skill at hand, very little native language is used during instruction, except when interpretation is needed. Social language between peers and students of similar background using the native language is encouraged. Bilingual teachers and the Parent Coordinator will often converse with students in their native language. Parents whose home language is other than English are assisted through interpreters, or are paired with a staff member who speaks their native language.

6. Describe how you evaluate the success of your programs for ELLs.

P. S. 54 is a School-wide Enrichment Model (SEM) school, and students have many opportunities to be evaluated through products and performances. This greatly improves their confidence as well as their oral proficiency and learning successes. Reading and Writing are evaluated by NYSLATT results, Periodic Assessments and through formative assessments. ESL teachers, and all teachers of ELL students, maintain interim and long-term goals for each of their students. These goals are analyzed for progress toward attainment and revised throughout the school year.

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.

The **Home Language Survey** forms provided the data of the language that is spoken at home. The Parent Coordinator, and the Pupil Accounting secretary register the students. It's at this point that parents/guardians are encouraged to request the need for school notices to be in English and their Primary Language. The Parent Coordinator, at other times, identifies the adults who speak a language other than English. She is available to speak to them in Italian or Spanish and she has a list of translators that are on staff in the school building as well as parents in the community that have offered their assist with interpretation. RSEC in ATS provides the ethnicity of students in the school. Eight parents and 4 teachers, 3 paraprofessionals and one nurse have agreed to be translators. They are called upon to provide appropriate and timely information in a language the family can understand. There is a binder in the main office that organizes this information so any staff member may have access to these services.

The Blue Home Contact Emergency Card also provides data as to the primary language and how the parent wants to communicate. On file in the main office there are standard letters in languages other than English. The parent coordinator also uses the Translation and Interpretation Unit for specialized letters.

Most parents who speak a language other than English always bring along a person such as a family member who can translate for them. This is a common practice at P.S. 54. There is a comfort level that is achieved when they know the person who is translating for them.

By September 2010 our school's website can be translated with a click of a button. This service will provide up to the minute information in all languages. However any important letters or documents will be continued to be translated by the Translation and Interpretation Unit.

Many important letters are sent home by backpack **and** United States postal mail.

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 representative languages that need translation are:

Chinese, Mandarin, Cantonese, Spanish, Urdu, Russian, Arabic, Hebrew, Polish

These languages can be serviced by the staff and parents of P.S. 54.

The findings were reported to the school community via the Title I Parent Committee, the School Leadership Team, The Beetle, which is the school newsletter, PTA meetings and ESL Parent Orientation meetings.

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.**

New York City DOE Home language identification Survey is available in English, Spanish, Urdu, Polish, Korean, Haitian, French, Greek, Chinese (Mandarin and Cantonese). The translation and Interpretation Unit has a **Request for School Form** that is used to make translation requests.

There are staff members at the school level who can translate Spanish, Urdu, Polish, Korean, Haitian, French, Greek, Chinese (Mandarin and Cantonese). Arabic can be serviced by the parent who has volunteered the service. However these services are for Immediate need only. Any letters for academic services, behavioral interventions will be provided through the Translation and Interpretation Unit.

- 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.**

There are staff members at the school level who can translate Spanish, Urdu, Polish, Korean, Haitian, French, Greek, Chinese (Mandarin and Cantonese). Arabic can be serviced by the parent who has volunteered the service. However these services are for Immediate need only. The administration will follow the procedures outlined on the Translation and Interpretation Unit Website for oral interpretation needs.

- 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>.**

Section IV of the Chancellor's Regulation A663 is the notification Requirements. There are signs in the main lobby of P. S. 54 indicating where a copy of such written notification of their rights as to where translation and interpretation services can be obtained.

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:	\$344,897.00		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,449.00	\$226.00	\$3,675.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$17,245.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$34,490.00	*	

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.

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.

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

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

Explanation: 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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SCHOOL PARENTAL INVOLVEMENT POLICY

Schools, in consultation with parents, may use the sample template below 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

PART I - GENERAL EXPECTATIONS

NOTE: Each school level Parental Involvement Policy must establish the school's expectations for parental involvement based upon the District Parental Involvement Policy. [*Section 1118- Parental Involvement- (a) Local Educational Agency Policy- (2) Written Policy of ESEA*]

P.S 54 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, P.S. 54 will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- P.S.54 will involve the parents of children served in Title I, Part A programs in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- P.S.54 will carry out programs, activities and procedures in accordance with this definition of parental involvement
- P. S. 54 will have an annual review at the April 21, 2011 School Leadership team. Since the Title I is a sub committee of the PTA a report of the findings will be shared at the May 25, 2010 PTA General membership meeting

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118- Parental Involvement-(a) Local Educational Agency Policy-(2) Written Policy of ESEA] This is a "sample template" as there is no required format for these descriptions. However, regardless of the format the school chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

A. Actions

1. **P.S. 54** will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA:

- P.S. 54 will send a representative to attend committee meetings sponsored by the district for the purpose of involving parents in the joint development of the *District Parental Involvement Plan*.
- The P.S. 54 representative to the *District Parental Involvement Plan* committee meetings will present the outcomes of these meetings to constituents of the P.S. 54 School Leadership Team, as well as to members of the P.S. 54 PTA, who will in turn consider the utilization and/or implementation of district recommendations.

2. **P.S 54** will take actions to involve parents in the process of school review and improvement, in accordance to the suggestions of Section 1116 of the SEA - *Academic Assessment and Local Educational Agency and School Improvement of the ESEA* through the following actions:

- P.S. 54 will coordinate and integrate parental involvement by informing parents of specific Supplemental Educational Services programs implemented as a response to school review and improvement. Communication of this information will be enhanced through utilizing the services of the P.S. 54 Parent Coordinator, publications in the school newspaper, and by postings of notices announcing opportunities for parental involvement in these programs.
- P.S. 54 will provide parents with periodic updates to students' progress in Supplemental Educational Services programs, insuring that instruction is focused, intensive, and targeted to students' needs.
- P.S. 54 will provide parents with opportunities to work with their children as partners in education within the Supplemental Educational Services programs by receiving consistent and systematic feedback on what their children are learning.

3. P.S 54 will coordinate and integrate parental involvement strategies in Title 1, Part A, by eliciting parental involvement in all academic programs, including intervention programs such as our push-in model utilizing Team Teaching and our Meeting Success Before School and After School ELL programs, as well as our SEM related programs by:

- A parent involvement committee will be a sub committee of the PTA. This committee will be central to parents becoming actively involved in the development of the PS 54 School Parental Involvement Policy.
- Parents will be involved in the spending of 1% of Title 1 Parent Involvement Funding. These funds will be utilized for increased parental involvement in school-wide academic and Supplemental Educational Services programs.
- The lines of communication are essential in advocating parental involvement in the development of the PS 54 School Parental Involvement Plan. This will be achieved by utilizing the services of the Parent Coordinator, the school newspaper (The Beetle), and by posting notices announcing opportunities for parental involvement in school activities, functions, and decisions-making processes. Notices of these opportunities will also be sent home with students with tear-off return attachments, for the purpose of eliciting parental responses.

4. P.S 54 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). P.S. 54 will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- A parent survey will be developed by the PTA. The PTA sub committee on Parental Involvement and Title 1 Parent Committee is also involved. This survey, to be presented in the Spring, will include parent opinions on curriculum, tone of school, as well as an evaluation of the quality of parent involvement opportunities and suggestions on how to improve communication. The PTA will be responsible for conducting the survey, disseminating the results, and presenting recommendations based on these results, to the School Leadership Team. Parents will be responsible for responding truthfully to the survey, and stipulations will be in place to insure school-wide parental response. The results of this survey will drive the focus for the following year's CEP and will play an integral role in the evaluation of the content and effectiveness of our parental involvement policy in improving the quality of the P.S. 54 Title 1 Program.
- In addition to the PTA School-wide Parent Survey, P.S.54 will once again participate in the annual NYCDOE Parent Survey that will become an integral part of the 2010-11, P.S. 54 Progress Report. With 95% response rate for the 2009-10 school year, our intentions are to continue to identify barriers to greater participation by parents in responding to the survey, with particular attention to parents who have limited English proficiency, have limited literacy, or are of racial or ethnic minority background. Our P.S. 54 Parent Coordinator will continue to work closely with these parents, reaching out to them both at school and at home, in order to insure that they have

ample opportunity to become involved in the evaluation of the content and effectiveness of our parental involvement policy in improving the quality of the P.S. 54 Title 1 Program. The survey will be translated to languages as needed.

- As of September 2010 The New York City Department of Education's has provided parents a new on line link **(ARIS) the Achievement Reporting and Innovation System**. This Parent Link is an online tool provided in nine languages giving parents access to their children achievement and information about their grades, periodic assessment results, state test scores, enrollment history, and attendance information. Parents can also see Progress Reports, Quality Reviews and State Report Cards
- By sharing this academic information with parents, they can become an active partner in their child's education.
- P. S. 54 will have periodic updates at the SLT meetings with a report to the general membership thereafter. An annual review is planned for the April 21, 2010 School Leadership Team Meeting. Since the Title I is a sub committee of the PTA a report of the findings will be shared at the May 25, 2010 PTA General membership meeting. Suggestions for the following year will be noted, voted upon and implemented.

5. P.S 54 will build parents' capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among P.S. 54 parents and community, in order to improve student academic achievement.

P.S. 54 will provide assistance to parents of children serviced by P.S.54, as appropriate, in understanding topics such as the NY State academic content and academic achievement standards, the State and local assessments, the requirements of Title 1, Part A, how to monitor student progress, and how to work with educators, through the offerings of events and workshops throughout the school year as follows:

- Goal setting- What is the parent role?
- Differentiation of Instruction-Understanding Renzulli Learning Systems
- Wilson Foundations Reading Program parent workshops in grades K and 1.
- Math workshops (Family Math Nights) for parents, presenting Math Games, supportive of the Every Day Math curriculum for grades K-2 and 3-5.
- Family reading events (Spook and Read in October', and Bunny Tales in April)
- Parent workshops addressing the Independent Investigation Method of conducting student research.
- Healthy Habits Parent Workshops addressing creating healthy snacks for children in grades Pre-K – 2
- Family Science night for parents of children in grades 3-5
- Pre-K Family Tree Parent Involvement Day
- Bring Parent to Pre-K Day
- Reading Volunteers –Staten Mental Health Society
- Reception for parents of newly admitted children
- ARIS Workshops to inform parents on how to navigate this on line tool
- Workshop for ESL parents: 1. How to Help My Child with Homework
- Using bilingual reading materials in the library
- Classroom literacy celebrations addressing the Performance Standards writing pieces.

- Workshops addressing the use of technology as a tool to improve children's' academic achievement. Parents will be assisted with navigating the DOE websites
- SEM product presentations for parents which are an out growth of instruction such as the International Festival to build a unified appreciation and tolerance for cultural differences
- Ballroom dancing, band, Chamber Music Talent Pool and chorus presentations to involve parents in the building of a unified appreciation of students' involvement in the arts
- Science Fair and Social Studies Showcase
- PTA sponsored family nights (Laser Show, Yankees Night, Growing Healthy, and Internet Safety)

6. The schools will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Wilson Foundations Reading Program parent workshops in grades K and 1.
- Math workshops (Family Math Nights) for parents, presenting Math Games, supportive of the Every Day Math curriculum for grades K-2 and 3-5.
- Parent workshops addressing the Independent Investigation Method of conducting student research.
- Workshop for ESL parents: Using Renzulli Learning- resources and technology
- Workshops addressing the use of technology as a tool to improve children's' academic achievement
- Offer translation and interpretation services as needed

7. P.S. 54, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

- Parents will be informed about the Office of Family Engagement and Advocacy as a place for assistance
- Brown Bag Lunches as a means to reach out to parents and the community for the purpose of sharing contributions, offering expertise of craft to the P.S. school community, and building ties between parents and the school.
- The P.S. 54 Parent Coordinator, Pupil Services personnel, and the P.S. 54 School Principal reach out to parents as equal partners during individualized conferences aimed toward eliciting parental contributions to the success of their children.
- Individualized Parent/Teacher conferences offer contributions to student academic and social achievement through collaborative goal setting, insuring the continued success of all students.
- Class parents contribute to the smooth functioning of classrooms and act as liaisons between teachers and parents.
- Reading Volunteers offer their time and knowledge to tutor needy students.
- Interpretation services are offered by parents with knowledge of foreign languages to offer assistance to fellow parents and teachers.

- The schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities such as our push-in model utilizing Team Teaching and our Meeting Success Before School and After School ELL programs, as well as our SEM related programs and other programs, and conduct and/or encourage participation in activities that support parents in more fully participating in the education of their children by (as per Part 11, # 3):
- Formulating a parent involvement committee as a sub committee of the PTA, central to the eliciting of all P.S. 54 parents, to become actively involved in the development of the PS 54 School Parental Involvement Plan.
- Involving parents in the spending of 1% of Title 1 Parent Involvement Funding which will be utilized for increased parental involvement in school-wide academic and Supplemental Educational Services programs.
- Keeping open the lines of communication advocating parental involvement in the development of the PS 54 School Parental Involvement Plan, by utilizing the services of the Parent Coordinator, the school newspaper (The Beetle), and by posting notices announcing opportunities for parental involvement in school activities, functions, and decisions-making processes. Notices of these opportunities will also be sent home with students with tear-off return attachments, for the purpose of eliciting parental responses.

8. P.S. 54 will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The Parent Coordinator, who speaks Italian and Spanish , will greet parents at the door during daily student arrival and address parents at PTA meetings, workshops and school events. She will be available before, during, and after school hours, to address any concerns or questions parents may have. She will contact parents at home when appropriate, and offer interpretation services when needed, in order to insure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format.
- PS54Ladybugs.org is our very own website that can be viewed in 15 different language with the click of the mouse. Parents/guardians will have up to the minute information as well as e-mail notifications.
- The P.S. 54 school newspaper (The Beetle) will be published monthly and will contain information related to the school and parent- programs, meetings, and other activities. This newspaper is also an attachment to the P. S. 54 website.
- Notices will be posted in the office, main lobby, and on the PTA and Parent Coordinator’s Bulletin Boards, announcing opportunities in several languages, for parental involvement in school activities, functions, and decisions-making processes.
- Notices of opportunities related to school and parent- programs, meetings, and other activities for parents of Title I participating children, will be sent home with students with tear-off return attachments, in an effort to insure parental responses. These notices are available in alternate languages for non-English speaking parents.
- Progress reports which are distributed between the official report cards will be translated where needed.

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- *Parental Involvement- (e)Building Capacity for Involvement of the ESEA:*

Schoolwide Enrichment Model (SEM) as a means to improving parental involvement to support their children's academic achievement:

Through the implementation of the Joseph Renzulli School-wide Enrichment Model for the Gifted and Talented, P.S.54 has adopted a model approach to enriching parental involvement. The School-wide Enrichment Model (SEM) is a detailed blueprint for total school improvement. Through SEM we are able to develop unique programs based students' diverse talents and interests. Local resources, community representatives, and adults deemed experts in their fields, all contribute to the successful operation of SEM. An integral component of SEM is the solicitation of Type 1 presenters used to expose students to real-life situations. By developing appropriate roles for community-based organizations, businesses, and parents, as Type 1 presenters, we involve parents in a most unique and satisfying manner in supporting the educational achievements of our P.S.54 students

School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



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Anna Castley
Principal

Karen LaRosa
Assistant Principal

School Parent Compact **2010-11**

School Responsibilities

PS 54 will:

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:

BALANCED LITERACY instructs students in the skills of reading, writing, listening and speaking while recognizing and respecting a students' cultural, ethnic, and academic diversity. Students are matched to literature at their Independent Reading Levels, and are instructed through Guided Reading aligned to their Instructional Reading Levels. Balanced Literacy supports reading instruction in a comprehensive manner, while allowing for effective assessment of student growth over time. All components of Balanced Literacy are aligned to the New York State and New York City ELA Standards.

TEACHERS COLLEGE UNITS OF STUDY IN WRITING instructs students in the skills of writing through comprehensive instruction throughout the writing process (prewriting, writing, revision and editing) in a supportive and effective manner. Students create five writing pieces yearly based on the expectations of the New York State and New York City ELA Standards.

WORDS THEIR WAY is a word work program that teaches students phonics, spelling, and vocabulary. *Words Their Way* instruction encourages students to look closely at words to discover the regularities and conventions of written English. Students utilize word sorts, picture and word cards, sorting grids, game boards, and corresponding reading materials as learning tools for this supportive and effective word work instruction. *Words Their Way* is aligned with the New York State and New York City ELA Standards.

EVERY DAY MATH *Everyday Mathematics* is a research-based curriculum developed by the University of Chicago, School of Mathematics. Students acquire mathematical knowledge and skills, and develop a through understanding of mathematics, from hands-on, real-life experiences. Instruction in *Every Day Math* is all-inclusive, meeting all requirements of the New York State and New York City Mathematical Standards.

SOCIAL STUDIES Based on the New York State Core Curriculum, the teaching of Social Studies includes explorations of history, geography, economics, government, and civics. Students learn about the people, places, eras, and events shape our world. Social Studies instruction at P. S. 54 is an integral part of our School-wide Enrichment Model. Instruction is offered in the classroom, as well as by two full time Social Studies Cluster Teachers.

SCIENCE: P.S. 54's science curriculum is based on the New York State Core Curriculum in Science, and is an integral part of our School-wide Enrichment Model. We focus on two major strands in kindergarten through the fifth grade—the Physical Setting and the Living Environment. Science instruction provides students with opportunities to interact directly with the natural world emphasizing a hands-on, inquiry-based approach to learning. Instruction in Science at P. S. 54 is offered in the classroom, as well as by two full time Science Cluster Teachers.

ARTS: At P.S.54, the study of dance, music, theater, and visual arts enriches student learning across the entire curriculum while developing students' ability to express themselves, and build skills and knowledge in a variety of forms. An integral part of our School-wide Enrichment Model, Arts instruction at P.S.54 is aligned the New York State Education Department's (NYSED) Instructional Requirements for the Arts.

PS 54 will:

Provide a parent handbook

Hold parent-teacher conferences twice a year, during which time this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

FALL 2010:

November 2010, 1:00PM – 3:00 PM
and
November, 2010, 6:00 PM – 8:30 PM

SPRING 2011:

March, 2011, 1:00PM – 3:00 PM
and
March, 2011, 6:00 PM – 8:30 PM

PS 54 will:

Provide parents with frequent reports on their children's progress. Specifically, P.S. 54 will provide reports as follows:

REPORT CARDS will be distributed to all parents three times during the school year.

During 2010-2011, students will receive their Reports Cards to bring home with them, on:

- November, 2010
- March, 2011
- June 28, 2011

PROGRESS REPORT for students in grades 1-5 will be distributed to all parents one time during the 2010-11. Students will receive their Progress Report to bring home with them during the month of January, 2011

PS 54 will:

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

- During Parent Teacher Conferences
- At specified times, during Open School Week
- As Reading Volunteers
- As arranged through P.T.A venues
- As Class Parents
- During Classroom Publishing Celebrations
- During IIM Product Showcases

Parent Responsibilities

We as parents will support our children's learning in the following ways:

Supporting my child's learning by making education a priority in our home by:

- Making sure my child is on time and prepared everyday for school;
- Monitoring attendance;
- Talking with my child about his/her activities every day;
- Scheduling daily homework time;
- Providing an environment conducive for study;
- Making sure that home is completed;
- Monitoring the amount of television my children watch.

Supporting my child's learning by making education a priority in school by:

- Using ARIS website for obtaining information about child's academic progress;
- Communicate to the classroom teacher via P. S. 54 Website;
- Volunteering in my child's classroom if called up on;
- Participating, as appropriate, in decisions relating to my children's education;
- Participating in school activities on a regular basis;
- 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;
- Reading together with my child every day;
- Providing my child with a public library card;
- Communicating positive values and character traits, such as respect, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school's discipline policy;
- Express high expectation and offer praise and encouragement for achievement;
- Visit the school's library to assist with book selection and child's research paper;
- Sign the student behavior contract.

	Print Name	Signature	Date
School Staff			
Parent(s)			
Student (if applicable)			

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged)

PART IV ADOPTION

NOTE: This adoption may be placed on paper with the school heading. The School/Parent Compact may be included. It may also contain a tear-off sheet for parents to sign that they have received the Policy and the School-Parent Compact and serve as documentation of the school's parental involvement outreach.

Place on School Heading

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team.

This policy was adopted by the P. S. 54 on June, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 30, 2010.

(Signature of Principal)

(Date)

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

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 School-wide 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.

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. The **2009-10 Learning Environment Survey** revealed an A grade for Student Achievement, a B in student progress and a C in Learning Environment. Parents want more communication between the parent and the classroom teacher. There will be two major interventions: A P. S. 54 Website, developed by E-Chalk and the implementation of Interim Progress Reports to Parents that will be sent home in January and April. This progress report schedule is between the last two report card periods. Another intervention is a goal setting initiative. Through conferencing, running records, ECLAS 2, Every Day math and benchmark charts, teachers will be able to differentiate instruction and use goal setting strategies. Goals must be S.M.A.R.T.

The **School's Progress Report** revealed an "A" grade for Student Achievement, and a B in student progress. In order to address student progress and measure growth, students will be taking one Acuity Predictive Assessment and three Scantron Performance Series Assessments. Teachers have received extensive professional development from the Literacy Coach on how to retrieve and interpret the data as well as how to align the data with instructional teaching points. The Inquiry Team is accumulating this data in order to identify students in the lowest third of the school. This data will be transferred to instructional specialists who will remediate students.

Students in grades K-3

All students in grades K-3 are evaluated academically through their Fountas and Pinnell DRA reading levels and ECLAS 2 for Reading Literacy. Every Day Math Unit tests provide teachers with a mathematical profile.

All students in grades K-3 take an on-line student profile, called Renzulli Learning. The profile determines a student's learning style, expression style and areas of interest.

Students in grades 3-5

All students in Grades 3-5 are evaluated by the Fountas and Pinnel DRA Assessments and The Acuity Predictive and Scantron Performance Series Assessments for reading literacy. The Scantron Performance Series provides data in ELA and Math. The Every Day bench mark unit tests provide math data as well. All students in grades 3-5 take an on-line student profile, called Renzulli Learning. The profile determines a student's learning style, expression style and areas of interest.

1. School-wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - Refer to pages 5 (School Profile) in this document to support the State's proficient and advanced levels of student academic achievement
 - Open Access School Library, 3 days per week from 3:00-5:00 pm for research, for the borrowing of bilingual books. This will enrich parent involvement

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school programs.
See action plan pages 17-28 for extended day programming

 - Help provide an enriched and accelerated curriculum.
See Action Plan pages 17-28 and School Profile page 5, for School wide Enrichment Model programming

 - Meet the educational needs of historically underserved populations.
See Action Plan for IEP Special Education Students, pages 17-19 and Action Plan for ELLS, pages 20-22. Also see LAP Report narratives, pages 32-46.

 - 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 School-wide Program: Programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
See Action Plan pages 17-28 which are the targets the lowest third of the school population.

 - Students who need counseling services, identified by the classroom teacher or the administration receive at risk services from the school's psychologist, social worker or guidance counselor.
See Appendix 1

- Are consistent with and are designed to implement State and local improvement, if any.
We are a school with 100% highly qualified staff.

2. 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.

See Action Plan pages 17-28

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

All teachers at P. S. 54 are highly qualified

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

Parent outreach in grades K-5.

- Foundations Workshop for Parents for grades K-1 September-October 2010
- Pre-K Family Literacy Events
- “Getting the Most out of Parent Teacher Conference, November 5, 2010,
- What is early literacy? December, 2010,
- Fostering Rich Literacy at Home February 2011,
- Managing Difficult Behavior in Children March , 2011,
- Helping Children Succeed During the Summer Break May, 2011
- PTA Family Nights, November, 2010, February, 2011
- Family Math Night by the Economics and Business Academy, March 2011
- Family Science Night by the Science and Technology Academy
- Spook and Read, a family literacy initiative, Oct , 2010, Bunny Tales April 2011
- Bunny Tales, a family literacy initiative, April 2011
- Pre-K Carnival of Literacy Activities, May 2011

Professional Development Grades K-5

- School There “It takes You” August 2010
- Goal Setting, August , 2010
- Setting Goals as a School Community, September 8, 2010, facilitated by Karen La Rosa
- SEM Grades 3-5 and ECLAS, grades 3, September , 2010
- Teacher Team Meetings, Once a Month beginning Oct , 2010 till June 2011
- Data Analysis Meetings (Teacher to Coach) two times a year

- Renzulli Learning System,
- Alternate Entry Points for Language Development of ELLS
- Alternate Entry Points for Language Development of ELLS
- E-Chalk P. S. Website Training, Teacher, Janine DiSanti-Zogby
- Looking at Student Work-Writing Standard Pieces-five times a year to discuss each mandated writing piece, facilitator grades K-2 Karen La Rosa, Assistant Principal,
- October 2009-June 2010
- Looking at Student Work-Writing Standard Pieces-five times a year to discuss each mandated writing piece, facilitator grades 3-5 Elizabeth Hession, Literacy Coach,
- October 2010- June 2011
- ARIS Updates, September –June 2010, facilitator Elizabeth Hession, Literacy Coach
- Skilled Based Guided Reading, Grades 3-5 February 2010, facilitator, Karen La Rosa
- Data Based Teacher Performance Review, February 2010, Facilitators, Hession and Castley
- Smart Board Training, (Select Teachers) March 2010
- Newly Assigned Library Training, September, November, 2009, Spring Conference 2010
- Professional Development AIS Teachers
- Using Data to identify Skill Needs, October, Facilitator, Elizabeth Hession, Literacy Coach, Data Specialist
- Protocols for AIS Services, November , 2010 and PPT once a month meetings, Karen La Rosa
- ELL Adult Literacy Program-10 session program to improve communication by adults in English. Child care services are provided.
- ARIS Workshop for Parents-March/April 2011
- Using the School Library, March/April 2011, Facilitator, Laura Kessler

1. **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.**
Not Applicable
2. **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.**
Monthly Teacher Team meetings, Pupil Progress Team meetings, School Leadership Team meetings, Individualized teacher to Coach data management workshops, are all accommodating measures to include teachers in the decisions regarding the use of academic assessments. Additional measures include teachers conferring with AIS providers in planning instruction based on data analysis. Literacy Coach confers with teacher at Teacher Team meetings to plan for interim benchmarks and complete Monitoring for Results data sheets as a way to track and measure student progress
3. **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.**

- Inquiry Team has identified the lowest third performing students in most needy in ELA and Math in grades 3-5. The team members meet with the 12 targeted ELA students twice a week after school from 3:00-4:00 pm for 25 weeks. The grouping is flexible. Data is retrieved from ARIS. The lowest performing 8 students in grade 5 meet with a math AIS teacher for 45 minute period once a week for 25 weeks.
- The advanced students are identified by the classroom teacher and if the assessments prove that the students are accelerated a curriculum compacting plan is created. The students become part of a talent pool and work with a talent pool teacher or work on an independent project. This is a component of Renzulli Learning.
- Students are grouped in the classroom according to reading levels as identified by RAWRAP. ARIS assists the teacher in the formation of skills groups. Renzulli Learning is an on line profiler. This activity provides the teacher with the identification of the student's interests, learning style and expression style.
- The following school organization embodies the Joseph Renzulli Enrichment Model for the Gifted and Talented which provides advanced levels of curriculum content:
 - Students in grades 1-4 are engaged in Enrichment Clusters. These clusters allow the school to offer real-world student driven learning opportunities. These clusters are formed according to student's interests. Grade 1 is called the Discovery Kids, Grade 2 is called the Investigators, Grade 3 is called the Explorers, and Grade 4 is called Apprenticeships.
 - Grade 5 is organized by heterogeneous theme centered classes also known as Academies of inquiry and talent Development. The fifth classes are selected by the teacher, parent and student at the end of grade 4. The classes are: Law and Government Academy, Economics and Business Academy, Journalism and Media Academy, Science and Technology Academy, and Arts Academy. See Page 5 for more details

4. 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.

- Nutrition: Healthy Eating Habits by the Visiting Nurse Association, January , 2010, "It Takes You" School-wide theme, PENCIL Partnership with Compass Group
- Grades 4- 5 Anti-bullying lessons using the program Bullies to Buddies by Izzy Kalman, on going throughout the school year.

The other topics do not apply

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 Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$344,897.00	X	TBD
Title I, Part A (ARRA)	Federal	X			\$ 22,526.00	X	TBD
Title II, Part A	Federal		X				
Title III, Part A	Federal	X			TBD	X	TBD
Title IV	Federal		X				
IDEA	Federal		X				
Tax Levy	Local	X			\$3,785,370.00	X	TBD

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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

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 Charles W. Leng					
District:	31	DBN:	31R054	School		353100010054

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	68	69	72		94.5	95.2	94.8
Kindergarten	137	140	136				
Grade 1	135	141	137	Student Stability - % of Enrollment:			
Grade 2	139	137	145	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	136	144	136		93.8	92.9	93.4
Grade 4	114	139	147				
Grade 5	148	121	151	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		37.1	59.1	57.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	6	4
Grade 12	0	0	0				
Ungraded	1	1	2	Recent Immigrants - Total Number:			
Total	878	892	926	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	10	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	22	34	Principal Suspensions	5	14	8
# in Collaborative Team Teaching (CTT) Classes	39	51	47	Superintendent Suspensions	2	7	2
Number all others	46	59	76				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	57	59	60
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	13	6
# receiving ESL services only	88	86	TBD				
# ELLs with IEPs	0	20	TBD	Number of Educational Paraprofessionals	6	6	18

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	84.2	86.4	90.0
				% more than 5 years teaching anywhere	63.2	66.1	90.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.2	0.1	0.1	% core classes taught by "highly qualified" teachers	98.1	100.0	100.0
Black or African American	7.2	7.3	5.8				
Hispanic or Latino	18.6	19.6	22.6				
Asian or Native Hawaiian/Other Pacific	35.4	36.2	35.4				
White	38.5	35.5	35.7				
Male	49.2	48.0	48.5				
Female	50.8	52.0	51.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	v	v	-			
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	v	v				
White	v	v				
Multiracial						
Students with Disabilities	v	v	-			
Limited English Proficient	-	v	-			
Economically Disadvantaged	v	v				
Student groups making	7	8	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	C	Overall Evaluation:	WD			
Overall Score:	18	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				WD
School Environment:	8.7	Quality Statement 2: Plan and Set Goals				WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				WD
School Performance:	7.1	Quality Statement 4: Align Capacity Building to Goals				WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				WD
Student Progress:	1.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	1					

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 ESO - CFN 405	District 31	School Number 054	School Name Charles W. Leng
Principal Anna Castley		Assistant Principal Karen LaRosa	
Coach Elizabeth Hession		Coach Elizabeth Hession	
Teacher/Subject Area Ruth Gutman, ESL		Guidance Counselor Nicole Stentella	
Teacher/Subject Area Lillian Brosnick, ESL		Parent Ms. Maisonave, Ms. Murillo	
Teacher/Subject Area Vivian Barone, SEM		Parent Coordinator Maria Titolo	
Related Service Provider Donna Barr SETSS		Other Judy Barbarino, SETSS	
Network Leader Karen DiTola		Other Lisa Dickstein, Speech	

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	0	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	937	Total Number of ELLs	85	ELLs as Share of Total Student Population (%)	9.07%
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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.

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 concluding 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).

Every parent/caregiver registering a student is given the Home Language Identification Survey (HLIS). The bi-lingual Parent Coordinator and a licenced pedagogue, the Literacy Coach, ESL Teacher, Assistant Principal or other licensed pedagogue conduct the initial HLIS interview. If ELL status is surmised, the licenced ESL Teacher assists in the HLIS process. If further interpretation is needed, a licensed pedagogue who has completed the mandatory training in ESL, is called upon to assist. Others assisting in the HLIS process include the ESL Teacher- and our bilingual Parent Coordinator. Pedagogues and staff who may be called upon for interpretation include, Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs. Brosnick (Spanish, Yiddish, Hebrew), Mrs. Schembri, Mrs Szyffer, Ms. Figueroa (Spanish). Depending on need, the Pupil Accounting Secretary, Parent Coordinator, the ESL Teacher, and any one of these interpreters will assist the parents in filling out the HLIS. Volunteer parents assist in the interpretation of Arabic and Urdu as needed. After the initial screening, and based on the information on the HLIS, the informal interview in English or the native language transpires. The same individuals who assisted with the HLIS partake in the interview.

Within ten school days of registration, students who meet the HLIS criteria will be administered the LAB-R. Any students whose native language is Spanish receive the Spanish LAB. This is administered by our Spanish-speaking ESL teacher, Mrs. Brosnick.

All ELL students who have been in the country for more than one year, and who did not attain a Proficient (P) score on their 2009-2010 New York State English as a Second Language Achievement Test (NYSESLAT), will on be administered the 2010-2011 NYSESLAT. A comprehensive plan for testing is prepared annually and submitted for approval to the DOE Office of English Language Learners. The P.S. 54 NYSESLAT TESTING SCHEDULE AND SCORING PLAN includes a Testing Schedule, Dates of Testing, Testing Grades, Format and Areas to be Tested, Time of Tests, Proctors Administering the Tests, Testing Rooms and Locations, and a breakdown of Students to be Tested. This information is carefully structured and adhered to in order to secure the best possible testing conditions for our ELL students. Our two licenced ESL Teachers administer the NYSESLAT and are assisted by licensed pedagogues who have completed the mandatory ESL training.

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?

Within a 10 day period after the administration of the LAB R, the parents/guardians of ELL students are contacted via telephone and/or translated letter of invitation, initiated by the licensed ESL Teachers, Mrs. Brosnick and Mrs. Gutmam, to attend an introductory/welcoming workshop. Letters are sent out as the LAB R is completed, and a date is established that is 10 days after the first round of Lab R assessments. Any parents who register their children later, or cannot make the initial date, will receive one-on-one informational sessions, or if there are several parents who cannot attend the initial meeting or who register their children later, there will be additional meetings scheduled. These meetings follow a strict timeline of within ten days of the Lab R administration. During this workshop, all three programs-Transitional Bilingual, Dual Language and Freestanding ESL, are described in detail, and according to the information presented in the E.P.I.C. Mrs. Brosnick and Mrs. Gutman, our two licenced ESL Teachers both facilitate the workshop. Pedagogues and staff who may be called upon for interpretation include, Mrs. Wong (Mandarin Chinese) licensed Special Education Teacher, Mrs. Rosenblum (Russian, Hebrew)Certified Paraprofessional, Mrs. Titolo (Italian, Spanish) NYCDOE Parent Coordinator, Mrs. Brosnick (Spanish, Yiddish, Hebrew) Licenced ESL Teacher, Mrs. Schembri, Certified Paraprofessional, Mrs Szyffer, Certified Paraprofessional, Ms. Figueroa (Spanish), Certified Paraprofessional. Depending on need, any one of these interpreters will assist the parents in understanding all three program choices. However, there is always a licensed pedagogues , who has completed E.P.I.C. training, present. This includes the Parent Coordinator, whose role is to reach-out to parents and insure that they feel welcome. She may conduct outreach, such as phone calls and informal group meetings. She may also elicit parents to attend informational sessions as she greets them in the mornings or afternoon upon dropping off or picking up their children. The Parent Coordinator also attends all Curriculum Conferences and other gatherings that teachers offer parents. In additions, she is an active participant in all PTA and LAP committee meetings. When sharing informartion concerning programming, there is always an E.P.I.C. trained pedagogues present.

Volunteer parents assist in the interpretation of Arabic and Urdu as needed, again in the presence of a licensed, trained pedagogues . During this informational session, the parents of ELLs are also informed of all additional programming at P. S. 54 that is available for their students. As new ELL students are enrolled at P. S. 54 this outreach is extended to their families, on a one-to-one basis within 10 days of their registration.

3. Describe how your school ensures that entitlement letters are distributed and Parent Surveys 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.)

P.S 54 ESL teachers are accountable for the distribution and return of Parent Surveys and program selection forms. The parent/guardian signs and returns the form within a three day period of its receipt. P.S. 54 licensed ESL teachers, Mrs. Brosnick and Mrs. Gutman, keep a record of all forms distributed and received. Both they and the P.S. 54 Parent Coordinator, conduct outreach to parents/guardians whose letters have not been returned within this time frame. All forms that were distributed in 2010 are currently accounted for at this time. All documentation is filed and maintained in a file, in the ESL Office, by the ESL Teachers.

Please note the following procedure followed in order to ensure Parent Program Awareness and prompt return of Parent Selection letters:

- Parents/Guardians attend an initial parent orientation meeting.
- ESL Teachers, Parent Coordinator and staff members present an overview of program choices.
- An informational video is shown and literature is presented (available in different languages if needed).
- Questions are answered and clarity of services is ensured. If needed this information is translated into the parent's native language.
- Parents/guardians who did not attend the meeting receive a personal phone call and/or are asked to come in to the school for an individual meeting.
- There are one-on-one follow-up conferences held during Curriculum and Parent-Teacher Conferences.
- Outreach by the Parent Coordinator and ESL teachers is held on an ongoing basis throughout the school year.

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.

Upon registration and in consultation with administration, incoming ELL students are placed in a class that has other ELL students in attendance. This procedure is followed so that ESL teachers can easily pull groups from a class with minimal disruption, and so that ELL students will have the ongoing support of their ELL peers. Students who have some English proficiency are administered the DRA or WRAP to ascertain a Fountas and Pinnell Reading Level. Parents are informed of class placement decisions and their child's English Language readability levels. If needed, this information is translated into the parent's native language (see Part II, #1).

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.)

Trends reveal that few parents request a program other than our Freestanding ESL Program. Trends indicate that requests for programs other than Freestanding ESL have generally been low and never more than ten (10) requests per grade. However, if we receive an increased amount of requests for an alternate program, we will honor parents' requests as stipulated in CR 154. We are aware that the CR Part 154 mandate must be met when there are 15 students on a grade, or two continuous grades with 15 students who speak the same language. If this were the case, a TBE program will be provided. However, at this time we do not meet this criteria.

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.

There are generally less than 10 requests per grade for programs other than Freestanding ESL, an amount which is too low to open a bilingual class. However, if we do receive an increase in the amount of parents requesting a different program model, we honor the CR 154 regulations and therefore will honor parents' choices.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	1	1	1	2	2	2								9
Total	1	1	1	2	2	2	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	71	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	14	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0					0
Dual Language	0	0	0	0	0					0
ESL	71	0	11	13	0	8	1	0	1	85
Total	71	0	11	13	0	8	1	0	1	85

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0

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
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	
	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																			

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	11	6	5	7	7	2								38
Chinese	2	3	3	0	1	1								10
Russian	0	0	1	1	0	0								2
Bengali	0	0	0	0	0	0								0
Urdu	0	1	2	1	1	0								5
Arabic	2	0	2	0	0	1								5
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	1	1								2
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	2	0	1	1	0								4
Other	4	6	3	0	4	2								19
TOTAL	19	18	16	10	15	7	0	85						

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.

1. How is instruction delivered?
 Freestanding English as a Second Language (ESL) programs provide instruction in English with native language support, emphasizing English language acquisition. Students are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores.

Instruction is delivered by our two licensed ESL Teachers Mrs. Gutman and Mrs. Brosnick. Both Mrs. Gutman and Mrs. Brosnick meet with students in small groups with similar instructional needs. In the ESL pull-out classroom model, language acquisition is facilitated by the use of ESL methodology, which incorporates instruction according to the standards in all subject areas. ESL materials include bilingual dictionaries, bilingual social studies dictionaries and activity books, audio-visual materials, English in A Pocket, high interest leveled library books, interest and skills focused centers, daily writing journals, team work, Language Experience Approach (LEA) and TPR (Total Physical Response). LEA and TPR models incorporate hands-on activities, modeling, choral responses and repetitions to help support our ELLS' vocabulary and language acquisition needs. Students acquire language by experiencing the language. The students are taught reading through various mediums within the Balanced Literacy Workshop model. These mediums include high interest/low level story books, books on tape, poetry, multicultural story books, the ESL book of the month, using the computer to write stories and to read what they have written. Reading is also enhanced by using ESL – age appropriate reading programs from Continental Press, the Wright Group and the online comprehension based program RAZ Kids. In addition, the ESL teacher assists students with book reports, projects, homework, and finding research materials.

a. What are the organizational models?

models: The pull-out model is utilized with some push-in in the upper grades as well.

Push-in model: An ESL teacher works with ELLS during content instruction in collaboration with the classroom teachers in order to provide language acquisition and vocabulary support while retaining content instruction time. This model is utilized on a needs basis through the collaboration of the ESL and classroom teacher in the upper grades (3-5).

Pull-out model: ELLS who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. ESL teachers carefully plan with general education teachers to ensure curricular alignment.

According to recent data evidenced on the 2009-2010 Progress Report, student achievement was not accelerating according to our expectations through the push-in model we had been utilizing over the past several years. In order to accelerate student progress this year we have implemented a focused pull-out program as well.

We have two full time licensed ESL teachers to fulfill the accommodations of our ELL students. The organization of classes in grades K-2 reflects at least 50% ELLS in each class designated for ELLS. A one-to-one mentoring program, offering additional individualized and differentiated instruction, is also in place. Literature and content-based instruction, aligned explicitly to New York State learning standards and in compliance with CR Part 154 regulations in ESL, ELA, NLA and content areas, is indicated below in section b.

b. What are the Program Models?

1. How is instruction delivered?

Freestanding English as a Second Language (ESL) is the model we utilize at P.S. 54. This program provides instruction in English with native language support, emphasizing English language acquisition. Students come from many different native language backgrounds. Students are taught in English using ESL methodologies with native language support when possible for a specific amount of time, as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores. Our goal is to keep English Learners in the general education class.

In addition to their mandated ESL Services, each ELL student receives 80+ minutes uninterrupted ELA Instruction in Reading as follows:

The Reading Block in a Balanced Literacy Program:

THE READING WORKSHOP

8:10 – 9:30

Independent Reading 20 minutes (8:10-8:30)

Students focus on prior day's TP in Leveled Books

Mini-lesson 10-15 minutes (8:30-8:40)

All children gather in the meeting area:

•Modeling of TP/Shared Reading:

Teacher models/demonstrates a reading strategy or skill using enlarged print.

All components of the mini-lesson should be present and reflect the teaching point:

-Connection (connect new learning to prior knowledge)

-Teaching Point (teach/model new strategy)

-Active Engagement (student/partner accountable talk of new learning)

-Link (instruct students how to apply new learning to Independent Reading)

Independent Reading 10-15 minutes (8:40-8:55)

Students return to seats:

•Quiet Independent Reading from leveled books with focus/response related to mini-lesson's Teaching Point.

Teacher facilitates by assuring children are on-task. Teacher confers with several individual students. She observes and corrects reading behaviors, and records outcomes on Student Conference forms.

Group Share/Medial Summary 5 minutes (8:55-9:00)

Children share/teacher refocuses (at desks or return to the meeting area).

•A sampling of students' report on outcomes of Independent Work (refer back to TP) using Accountable Talk: "As a Reader, today I learned..."

GUIDED READING

SMALL GROUP DIFFERENTIATED INSTRUCTION

Guided Reading/

Small Group Differentiated Instruction 20-30 minutes (9:00-9:30)

-Children move into pre-determined Literacy Centers based on identified needs.

-Teacher instructs a Guided Reading group.

All students work in small groups.

In addition to the Reader's Workshop outlined above, all ELL students also receive a 45 minute Writer's Workshop following the Teachers College Units of Study in Writing (Clalkins) and a 45 minute Wordwork Workshop, utilizing one or more of the following programs: Foundations, Curriculum Press Phonics, Words Thrir Way, Month By Month Phonics and/or the Language Experience Approach (LEA).

P. S. 54 has fully implemented the School Wide Enrichment Model for the Gifted and Talented (SEM) for all learners at P. S. 54. Aspiring to the philosophy of Joseph Renzulli, this method of delivering instruction accommodates a large range of interests, learning styles, abilities and teaching practices. All grades have fully implemented the Renzulli Triad Model, within which our ELL students receive enrichment services. Both our ESL teachers have received extended Professional Development in SEM, and have embed the SEM philosophy into their work with our ELLS.

All classes engage in a Balanced Literacy Model for Literacy Instruction during an extended block of time set aside daily for Literacy Instruction. The Balanced Literacy Model includes the Workshop Model in Reading and Writing, as well as Word Work instruction. All students are assessed triennially utilizing the DRA or WRAP to determine their Guided and Independent Reading Levels. Interim goals are established for each student, and track progress towards the annual goal of the attainment of Standards-level reading proficiency. The three main components of Balanced Literacy: Reading, Writing and Word Work- are at the core of instruction for all learners, including ELLS and ELLS with special needs.

EveryDay Mathematics is followed by all teachers of ELL students in grades K-5. Math Games are utilized for the differentiation of instruction. This approach offers manipulative materials that will enhance our ELLS' understanding of math concepts. P.S. 54 has a Math Talent Pool and a Pull-Out Math Intervention Program which is attended by our ELL students based on their abilities and needs.

The Reader's Workshop engages students in instructional Mini-lessons, Read Alouds, Shared Reading, Buddy Reading, Independent Reading and Guided Reading. Academic rigor includes knowledge-based constructivism that includes such strategies as tapping prior knowledge, brainstorming, linking knowledge to a process and making links to content areas. ELLS have a great deal of prior knowledge and we engage in strategies to tap into it, in order to bring their prior experiences to the instruction at hand.

The types of questions the children are asked are modeled after Bloom's Taxonomy in order to facilitate critical thinking. Therefore, questioning includes not only questions of literal comprehension, but also questions that require interpreting, illustrating, diagramming, comparing, contrasting, inventing, creating criticizing debates and justifications.

P. S. 54 has very high expectations and all learners are required to reach performance standards. Materials for instructional components of Balanced Literacy include classroom-based readying programs that incorporate ESL strategies and techniques. Foundations, Words Their Way and Curriculum Press Phonics, are the word-work structure strategies for grades K-2.

This year we have incorporated two additional online reading programs as additional support for our ELLS. These programs are Accelerated Reading and RAZ Kids. ELL students and their families can easily access leveled books online which support student reading through computerized Read Alouds and comprehension questioning.

All ELLs, where appropriate, will receive instruction through Total Physical Response approach (TPR). By using this method students are totally involved in the language acquisition experience. This instructional practice includes tapping prior knowledge, brainstorming and other scaffolding techniques. During their pull-out and one-on-one mentoring instruction, ESL teachers utilize a Language Experience Approach (LEA) to learning. This approach uses what a child already knows about the English Language to build on language and fluency.

The classroom teachers and ESL teachers confer frequently regarding individual student's progress or needs, and what adjustments have to be made in order to further assist the ELL student. These adjustments might include, for example, adding various culturally diverse reading materials of different levels into the child's library of books. Ongoing discussions include the curriculum modifications, and the formulation of the daily and long-range goals, keeping in mind the levels of language acquisition. In addition, interest inventories (Renzulli Learning Profiles) are utilized to convey an ELL learner's interest and preferred learning and expression styles.

Assessing is ongoing through the utilization of both formative and summative assessment data. Some assessment tools include: responsive journal writing, Standards-based Writing, DRA, WRAP, students' projects and research, and the NYC Periodic Assessments. Periodic/Summative Assessments include ECLAS-2, E-PAL, Scantron Performance Series in ELA and Math, Acuity Predictive in ELA and Math.

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, or ESL)

There are two full time ESL teachers on staff, and each are assigned specific grade levels. Educational programs for ELLs are staffed with teachers who demonstrate strong academic language proficiency, in both English and other languages of instruction, and are equipped with the appropriate teaching certifications, engaged in professional development, and skilled in both content and pedagogy.

Each ESL teacher's program is designed at the beginning of each school year to provide the mandated 180 or 360 minutes for every student within their assigned grades. The school day begins at 8:10 and ends at 3:00, during which Mrs. Brosnick instructs our K-2 ELLs and Mrs. Gutman instructs our 3-5 ELLs. During this time, each of our ESL Teachers meet with small groups of students, and focuses on individual students' needs. Each ESL Teacher has a strict schedule of meeting times that insures the correct amount of mandated instructional time is given to each student. Students are grouped according to multiple criteria, including NYSESLAT proficiency levels, time in the country, DRA/WRAP reading scores and language needs. During the 35 minutes SBO, from 9:00 - 9:30, ESL Teachers meet with ELL students who have Extension of Services for 1:1 diagnostic/prescriptive remediation. This 1:1 instruction is in addition to their regular mandated instruction. The level of instruction is based on the English LAB-R score or the NYSESLAT score (beginning, intermediate, and advanced/transitional) along with teacher recommendation. This provides students with differentiated instruction based on their needs.

MINUTES DAILY BASED ON A 320-MINUTE DAY

BEGINNING

(60:40)

INTERMEDIATE

(50:50)

ADVANCED

(25:7)

3. Describe how the content areas are delivered in each program model. Please specify language, and instructional approaches and methods used to make content comprehensible to enrich language development.

As per CR Part 154, methodologies, materials and content appropriate to the student's linguistic needs are fully aligned with the NYSED ESL, NLA, ELA, Math, Science and Social Studies Learning Standards. Content area instruction is taught in English in general education classrooms using ESL methodologies, by licensed teachers who have been trained in the mandated ESL training. All the cluster specialty teachers (Content Specialists) service ELLs along with the General Education population students. P.S. 54 has the following Content Specialist teachers:

- Physical Education and Dance
- Science
- Social Studies
- Library
- Technology
- Music

The core curriculum Science and Social Studies provides hands on materials and online resources such as Rand-McNally Classroom and SMART Technology. These resources are utilized for students to further explore content areas. The ESL teacher assists, models and teaches specific content-based language related to the Science/Social Studies curriculum, as needed. There are conversations between the classroom teacher, ELL teacher and Content Specialist about specific vocabulary relating to the topic being taught. This vocabulary then becomes part of the ELL students' word work. ESL materials include Bilingual dictionaries, bilingual Social Studies dictionaries and activity books and audio-visual materials.

Balanced Literacy offers the opportunity for children to read non-fiction material for content area subjects such as Social Studies and Science. ELLS have access to nonfiction material that is part of each classroom's library, as well as a Rigby Classroom Library which also provides the classroom teacher with content area material.

Everyday Math will be maintained for the 2010-11 school year in grades K-5. This approach offers manipulative materials that enhance the ELLs' learning. The ESL teacher assists in mathematics instruction, depending on the individual needs of her students. Targeted intervention is determined by NY State Math Scores, Periodic Assessment Math Scores, Performance on the Everyday Math monthly Progress Reports and by Teacher Recommendation. A grant-funded, licensed per-diem teacher, Mrs. Mineo, who has attained the mandated ESL training, services all targeted students including ELLS, in grades 3-5.

4. How do you differentiate instruction for ELL subgroups ?

-Groups are formed according to instructional needs, and are based on the DRA and WRAP reading levels within the General Education Classroom. Students' interests, learning and expression styles, scores achieved on the ECLAS, E-PAL, Scantron Performance Series and Acuity Predictive are also considered during differentiated instructional grouping.

-There are also interest enrichment clusters that meet once a week, during which the ESL teachers push-in with their students. ELLS are grouped according to the results of their Renzulli Learning Profiles which measure students' interests and learning and expression styles. In addition to this grouping within enrichment clusters, each classroom teacher differentiates instruction according to her ELLS' Renzulli Learning Profiles in the classroom as well.

-LAB-R data is utilized to inform instructional programs as the initial determination of how to differentiate instruction (prior to the NYSESLST assessment).

-The New York State English as a Second Language Achievement Test (NYSESLAT)—a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs—when administered each spring, is then analyzed for each students' Proficiency levels. These levels are utilized to group students for differentiated instruction. Each classroom teacher receives this data, and in collaboration with the ESL Teachers, creates interim goals for each of her ELL Students. Goals are aligned with each student's NYSESLST proficiency levels, classroom performance and the results of periodic testing such as ECLAS, E-PAL and the Scantron Performance Series assessments. These interim goals are tracked on an ELL Tracking form by each teacher of ELL students. Goals are reviewed and revised triannually.

This differentiation takes place for all ELLS, including all subgroups. If an ELL student is also a Special Education student, their classroom and ESL instruction is also aligned in accordance with their Individualized Educational Plan (IEP). Specific classroom Task Goals, directly aligned with the IEP Goals, are tracked using a tracking sheet. Differentiated instruction is based on these goals, and both classroom and ESL teachers address them. English language development, and native language resources (libraries, texts, technology, primary resource materials) which are available in the classroom and in the school's library, are additional resources that can help accelerate learning.

A Targeted Intervention Plan for ELLS has been in place for the past several years and has continued into this 2010-2011 school year. Our "Meeting Success Program" for ELLS delivers targeted small group instruction for all ELL students, including subgroups. Instruction is delivered by our licensed ESL Teacher, Mrs. Brosnick and licensed teachers who have completed the mandatory ESL training. This after school instruction is aligned with students' needs as derived from all data sources, both summative and formative, including LAB R and NYSESLAT assessment data.

a. Describe your instructional plan for SIFE?

At this time we do not have any SIFE students. If a SIFE student who has never attended a public school does enroll, the same procedures will be followed as if the student were a new admit (see Part 11). The Literacy Coach will administer an approximate reading level inventory. Age determines class placement, and informal testing will determine proficiency level. Instruction will be differentiated according to the student's needs. Besides receiving the mandatory minutes, our ESL Teachers will offer one-on-one instruction during our 37.5 minutes SBO to offer our SIFE students additional support. In addition, each SIFE students will be assisted in creating a Renzulli Learning Profile, and his/her interests, learning styles and expression styles will be shared with all teachers who service the child.

b. Describe your plans for ELLs in U.S. schools less than three years (newcomers). NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLS.

A plan for all students who are scheduled to take the ELA assessments, including ELLs who are newcomers, is in place. This plan includes test preparation and differentiated instruction based on students' needs. The students are grouped according to proficiency levels and provided with English Language instruction and test preparation within the classroom with classroom teacher, and during scheduled instruction with the ESL teacher. In addition, ELL students are invited to attend the Title III Meeting Success after school program where they are grouped according to proficiency levels, and provided with English Language instruction and test preparation.

c. Describe your plan for ELLs receiving service 4-6 years.

The plan for ELLs receiving service 4-6 years is to support their language development as they continue to fully acclimate to the English Language. In addition to the mandated ELL services during school, these students are invited to attend the Title III Meeting Success after school program. During this program, they are grouped according to proficiency levels and provided with English Language instruction and test preparation.

d. Describe your plan for Long-Term ELLs (completed 6 years).

Students who are classified as Former-ELLs and who have tested Proficient on the NYSESLAT and have therefore tested-out of ELL status, continue to receive testing accommodations for up to two years.

In order to service our long-term ELLs, a greater emphasis is placed on developing these students' individual interests and learning and expression styles to further expand upon their language acquisition and English language skills. If these students have been in the school for six years, they are very much a part of the Joseph Renzulli, Schoolwide Enrichment Model (SEM) which taps into students' unique interests and learning styles. Long-term and former-ELLs are also invited to attend the Title III Meeting Success after school program, where they are grouped according to proficiency levels, and provided with English Language instruction and test preparation.

e. Describe your plan for ELLs identified as having special needs

Some of our ELLs have related services. There are on-going conversations with the Speech and Language teacher, Special Education Teachers and SETSS Teachers. Both the classroom teacher and the ESL teacher maintains copies of all IEPs for her ELL students, and goals based on these IEPs are woven into the delivery of instruction. The classroom teacher maintains a Task Goals Tracking sheet for all students with IEPs. This tool aligns specific classroom task goals with long-term IEP goals.

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.

NLA Usage/Support

TBE

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

5. Describe your target 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.

•The classroom teacher, along with the ELL teacher, plans for instruction in all subject areas based on the results of all assessment data, including the 2009-2010 NYSESLAT, ECLAS-2, E-PAL, Acuity Predictive, Scantron Performance Series, and all informal classroom assessments, including teacher observations, conferencing, and classroom performance. If warranted, any ELL student not achieving according to standards-based expectations are remediated one-on-one, during our 37.5 minutes SBO.

•Following each Periodic testing period (ECLAS, E-PAL, Performance Series, Acuity Predictive) for ELA and Math, the results of our ELL population's assessments are analyzed for evidence of academic growth towards achieving State Standards. English Language Learners' classroom teachers plan differentiated and individualized instruction based on the results of these analyses. As an outcome of planning, areas of student needs within all subject areas are identified, interim goals are established, and provisions for alternate instructional strategies are formulated and implemented.

•Developmental Reading Analysis (DRA) assessments are administered triennially during predetermined benchmark periods, as designated in the Monitoring for Results Program, to track all ELL students' reading levels throughout the school year. Teachers indicate interim goals for each student based on benchmark results, and instruction is put in place accordingly.

•Student ARIS reports, which reveal student demographics, Periodic Assessments, and is slated to reveal NYSESLAT assessments in the 2010-2011 school year, is analyzed by ELL classroom teachers and push-in ELL teachers throughout the school year. Small group, and/or individualized differentiated instruction based on these assessment results takes place daily.

•The P.S. 54 Data Specialist assists teachers of ELL students in the analysis and interpretation of all assessment data in all subject areas, and with the transference of this analysis to instructional strategies within the classroom.

•ELL students, in collaboration with their teachers, formulate specific instructional goals based on their individual instructional needs. Students maintain their goals on a Goals sheet which accompanies them both in school and at home. These goals address needs in all subject areas, and are monitored and revised throughout the school year.

•Teachers utilize the online Renzulli Learning to offer ELL students personalized small group and individual instruction aligned with their Renzulli Learning Profiles. Consequently, instruction includes accommodations for students' interests, learning styles and preferred modes of expression for all subject areas indicating a need for intervention.

6. Describe your plan for continuing transitional support (2 years) for ELLS reaching proficiency on the NYSESLATT.

All students who have reached proficiency on the NYSESLAT are identified by all teachers, through their F-ELL Status Code in ARIS. Teachers track these students for continued progress within their classrooms. If any of these students requires additional support, the classroom teacher elicits the help of one of our two licensed ELL teachers. Intervention is planned through the utilization of one or more of the intervention strategies outlined in Question #5.

7. What new programs or improvements will be considered for the upcoming school year?

Our ESL Adult Literacy Program, which was implemented in 2009-2010, will be elaborated and improved upon in the 2010-2011 school year. Improvements will include extended outreach and a culminating activity that will help to celebrate the diverse cultures of our ELL families. Our one-on-one targeted intervention program will service ELL students during our 37.5 minutes SBO, as well as during predetermined periods of time throughout the school day.

8. What programs/services for ELLS will be discontinued and why?

Overall, programming/services for ELLS will remain the same, however, this year we have implemented a pull-out program for most instruction, rather than push-in, in order to offer more targeted instruction focused on the special needs of our ELL students. No programs/services have been eliminated. Due to a decline in Title III funding, the duration and the number of teachers in our after school program will be further reduced.

9. How are ELLS afforded equal access to all school programs? Describe after school and supplemental services offered to ELLS in your building?

Although ELLS are a sub group, their identification does not isolate them from any programming offered by P.S 54, whatsoever. In fact, they are sought out to share in all experiences, programs and activities, and within the SEM model there are many. We offer an after-school Meeting Success Program that is offered to our ELL students. During this program ELL students are offered remediation and test preparation, based on their specific instructional needs.

10. What instructional materials, including technology are used to support ESL (include content area as well s language materials; list ELL subgroups if necessary)?

All ELL students have equal access to all technology. This includes laptops in each classroom, computer classes and open-access computer lab. In addition, the following resources are available:

Smartboards/Smart-technology

Renzulli Online Learning

Books on Tape

Trade books in Spanish

Online Programs in Spanish

Native language dictionaries

English Language Dictionaries for ELLS

RAZ Kids Leveled Reading Program

Accelerated Reader Reading Program

11. How is native language support delivered in each program model (TBE, Dual Language, and ESL)

Our current program model is Freestanding ESL. Within this program, our ESL Teachers and our bilingual Parent Coordinator translate conversations and information between school and home and teacher and parent/caregiver. Important documents are translated into the home language of all ELL non-English speaking families utilizing the DOE Translation Services.

Since P. S. 54 has many students who speak the same language, buddy students are assigned to students who need translation. ESL Students are also grouped in the same General Education class as much as possible.

12. Do required services support, and resources correspond, to ELLs' ages and grade levels?

Upon registration, all ELL students are placed in a grade in accordance with the year in which they were born, as evidenced on their Birth Certificates. All services, supports and resources are planned and conducted according to, and within, each grade level. Therefore, required services, supports and all resources, correspond to ELLs' ages and grade levels, with additional support offered through the scaffolding of instruction.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year?

Our bilingual Parent Coordinator works a twelve-month schedule, during which she meets and greets all newly enrolled ELL students and their families, prior to the beginning of the school year. Our ESL teachers begin their school year several days prior to students' scheduled attendance, during which registration for new admits takes place. During these times, both our Parent Coordinator and ESL teachers meet with families of ELLs, offering them information about our services, and sharing all available community resource information available to us. Our Parent Coordinator and ESL teachers offer translation and work with families to ease any anxieties or uncertainties that they might be experiencing. Students are introduced personally to our staff and are made aware of adults they can seek out for additional support once they begin school. Parents receive a Parent Handbook and the all NYC Publications available for parents of ELLs as well as parents of all P.S. 54 students. Our Welcoming Meeting/Workshop is held within the first few days of school as an additional support for families.

14. What language electives are offered to ELLs?

At this time we do not have language electives at P.S. 54.

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)?

P.S. 54 does not currently have a Dual Language Program.

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.

Describe the professional development plan for all ELL personnel at the school (Please include all teachers of ELLs)

•In-school Professional Development includes workshops in the Language Experience Approach to Literacy, conducted by the P.S. 54 School Principal, Anna Castley, and held every Friday during AIS/PPT Team meetings, of which our ESL teachers are members. Mrs. Castley also instructs classroom teachers of ELL students during monthly Teacher Team meetings on best instructional practice for targeted students.

•Our Full Time Literacy Coach and Data Specialist, Liz Hession, offers workshops and 1:1 personalized conferencing throughout the 2010-2011 school year, supporting teachers as they implement the components of differentiated instruction, as well as assisting them in their interpretation and maintenance of data.

•Our SEM Content Specialist, Vivian Barone, assists all ESL teachers and teachers of ELL students, as they implement all components of SEM. This includes The Renzulli Learning System, an online program that matches our ELL students' interests and learning and expression styles with all aspects and areas of differentiated instruction.

Our Speech Therapist has attended the following Professional Development throughout the 2009-2010 school year to the present time:
-"Helping Speech Impaired Children Using ELL Methodology"
-"Differentiating Between English Language Learners and Learning Disabled Children"
-"How ELLS Learn a Second Language"

Our School Psychologist attended two-day SESIS Training in November, 2001, during which the special needs of our ELLS with Learning Disabilities were addressed. This PD offered insights into the alignment of IEP Goals with the needs of ELLS.

Our Occupational/Physical Therapists have attended multiple Professional Development workshops that align the needs of all students, including ELLS with the services they provide. For example, Alaina Giudice, Jude Hann and Virginia Kim, our OT/PT service providers recently attended the following workshop:
"Integrating Executive Functions into OT Practice: Strategies for Assessment and Treatment with Children"
Date: 10/20/2010. Discussed: Cognitive goals and strategies for all children, including English as a second language learners.

Our School Secretaries have attended numerous workshop sessions addressing the ATS System and its role in the identification of our ELLS. The accuracy of information and data entered into ATS is pertinent to ensuring that all of our ELL population students are accurately identified.

Our Parent Coordinator attends numerous workshops throughout the year that address the needs of our ELL students and their families. A recent conference at the Javits Center in NYC, "Partnership to Prepare Your Child", which celebrated the contributions of the many cultures represented in our public schools, was an example of the ongoing Professional Development available to her.

In addition to the above on-going support these staff members, and for all teachers of ELLS and staff at P.S. 54, the following targeted professional development workshops (listed below) were also presented at P.S. 54. All ESL Teachers and teachers of ELL students, our Assistant Principal, Literacy Coach, Service Providers, paraprofessionals and Special Education teachers, have been serviced by these professional development sessions. Throughout the 2009-2010 school year to the present time, our teachers have been given options for their own professional growth. Their overwhelming request has been for "differentiation of instruction" as their major area of interest. In response to this we invited several professionals associated with the Neag Center for the Gifted and Talented of the University of Connecticut to conduct in-school Professional Development sessions addressing differentiation of instruction. In addition to these choices for personal growth, all our teachers have participated in professional development offered in-school during our ongoing Teacher Team meetings, Inquiry Team meetings, AIS/PPT meetings and Faculty Conferences. During these sessions, our teachers have been actively engaged in the acquisition of the Language Experience Approach (LEA) to instruction, facilitated by Principal Castley. Indicated below, is a listing of Professional Development sessions our faculty has attended from January, 2009 through November, 2010.

- o November 16-20, 2010 - One-on-One Data Planning, Elizabeth Hession, Data Specialist/Grades 3rd , 4th , 5th Classroom Teachers
- o November 2, 2010 – Faculty Conference: Principal Castley, Benchmark Goals/High Expectations,
- o November 2, 2010 - Dr. George Robinson, Renzulli Learning: ELL and Special Education Populations, Grades 3-5.
- o November 2, 2010 - Dr. George Robinson, Renzulli Learning: Enrichment Clusters, Grades K-2.
- o November 2, 2010 – Elizabeth Hession, Differentiation/Performance Series Grouping Grades 3 and 5
- o November 2, 2010 – Elizabeth Hession, Differentiation/Performance Series Grouping Grade 4 and Content Specialists
- o November 2, 2010 –Cynthia Vesce, Computer Teacher, Accelerated Reader-Renaissance Learning
- o November 2, 2010 – Wonder Kids SEM Workshop, Kgn. Teachers/Vivian Barone
- o November 2, Common Core Curriculum Training, P. S. 54 Common Core Curriculum Team, 52 Broadway, NY.
- o November 2, 2010 – Pre-Kindergarten Workshop OECE Dist.31, Mrs. Zogby, Ms. Marcus, Pre-K Teachers
- o November 2, 2010 – Library Training Conference, Mrs. Laura Kessler, Library Teacher/Social Studies Content Specialist
- o November 2, 2010 – Elizabeth Hession, Great Leaps Training for P. S. 54 Special education and Classroom Paraprofessionals
- o October 26, 2010 – Principal Castley, Strategies for Remediation: Phonics, Four Stage Process, AIS/PPT Team
- o October 22, 2010 – Principal Castley, Strategies for Remediation: Language Experience Approach, Book Binding, Think-Say-Write-Read, AIS/PPT Team
- o October 21, 2010 – Principal Castley, Tools for Identifying Needs, Strategies for Remediation: Visual and Auditory:

Discrimination/Perception/Memory, AIS/PPT

- o October 2, 2010 – Pre-K Professional Development OECE: Dist. 31, Mrs. Zogby, Ms. Marcus, Pre-K Teachers
- o October, 2010-ongoing – Assistant Principal LaRosa, one-on-one Great Leaps Training for select Special Education Paraprofessionals
- o September 7, 2010 – Principal Castley, Professional Development Day: How Can We be Proactive This Year?, Common Core Curriculum, “It Takes You”, Data, Differentiation, S.M.A.R.T. Goals, P.S. 54 Staff
- o September 23, 2010 – Debra Sander, Foundations Training, Kindergarten Teachers
- o March 22, 2010 - Custom Computer Specialists, Creating and Planning an Interactive Whiteboard Lesson
- o March 19, 2010 - Alternate Entry Points to Learning – Grades 3-5
- o January 26, 2010 - Pat Wong and Janine Zogby, Updating Personal Profiles in E-Chalk
- o January 21, 2010 - Vivian Barone, Renzulli Curriculum Connections
- o December 15, 2009 – Museum of the City of New York: From Beavers to Blackberries (Attendees:5 Teachers)
- o December 15, 2009 – E-Chalk Website Training (Attendees:15 Teachers)
- o December 11, 2009 – Dr. Kris Berman, Alternate Entry Points to Instruction for English Language Learners: Grades K-2
- o November 3, 2009 - Dr. Kris Berman, Bridging to Standards
- o November 3, 2009 – Dr. George Robinson, Renzulli Learning March 2, 2009 – New York Historical Society, America Across the Ages (Attendees: 5 Teachers)
- o October 21-22, 2009 – Office of School and Youth Development, Respect for All Initiative (Attendees: 3 Teachers)
- o September 24, 2009 – Grade Meetings: Goals & SEM March 9, 2009 – Faculty Conference, Renzulli Learning
- o September 10, 2009 – Debbie Sander, Kindergarten Foundations Professional Development (Attendees: 5 Teachers)
- o September 8, 2009 – Principal Castley, Grade Meetings: “As an Individual or a Grade Our School Community Goals are ...”
- o August 18, 2009 – Principal Castley, Goals Committee Meeting (Attendees:16 Teachers)
- o August 17, 2009 – Principal Castley, Goals Committee Meeting (Attendees:15 Teachers)
- June 11, 2009 – Clare Savage, Implementing Reading Letters
- o June 4, 2009 – Renzulli Learning: Searching the Renzulli Database
- o May 13, 2009 – New York Historical Society, Teaching American History
- o May 8, 2009 – New York Pops, Percussion Workshop (Attendee: Music Teacher)
- o May 5, 2009 – Virginia Morse, Incorporating IIM Into Interest Centers
- o April 28, 2009 – Introduction to the SMARTBOARD
- o April 27, 2009 – New York Historical Society, American History in a Box, Through Art (Attendees: Social Studies Content Specialist)
- o April 23, 2009 – Dr. Kris Berman, The Differentiated Classroom, Model Strategies & Implementation
- o April 22, 2009 – Dr. Kris Berman, Differentiation, Concept of Tiering
- o March 26, 2009 – Dr. Kris Berman, Differentiation Through Learning Centers
- o March 24, 2009 – ARIS Training (Attendees: 5 Teachers)
- o February 25, 2009 – Dr. Kris Berman, Differentiated Education Plan
- o February 26, 2009 – Dr. Kris Berman, Differentiation, Observing a Model Lesson
- o January 26, 2009 – Virginia Morse, Differentiation and IIM
- o January 15, 2009 – Principal Castley, Linking SEM with Related Services

2. What support do you provide to assist ELLs as they transition from elementary to middle and or high school?

Both our bilingual Parent Coordinator and ESL teachers assist our ELL students and their families, as they transition from elementary to middle school. Our Parent Coordinator and our ESL teachers are present at all transitional support meetings, presentations, and workshops for our 5th grade population, in order to assist in their middle-school transition. During these times, they support ELL families in their understanding of the services that are available for their children. Depending on the level of support needed, our ESL Teachers and Parent Coordinator personally assist individual students and their families as they transition, through translations, introductions, filing the proper paperwork, and any other means necessary. Staff and teachers of ELLS also assist in the transition to middle school by offering their support as well. Teachers accompany our 5th graders as they attend assembly programs presented by representatives of middle-schools. Teachers then confer with students and clarify all information concerning their transition. This support is also available to the parents and families of ELLS. If translation is required, our bilingual staff members (see Part II, #1) assist as needed.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses as per Jose P.

All P.S. 54 teachers, who have not as of yet completed their mandated 7.5 hours of ELL training, will by the completion of the 2010-2011 school year, have attained this mandate. New teachers, who have not as of yet attained the 7.5 minimum hours will attend, as part of their

mentoring program, Professional Development offered by our ESL teachers. Documentation of their participation will be maintained through a log-in record, attendance sheets, etc. The ESL teacher will work collaboratively with the Literacy Coach when teaching Balanced Literacy concepts during this professional learning. The ESL teacher will demonstrate strategies to reach ESL learners. The ESL teacher will facilitate six sessions which will equal 7.5 hours of professional development for classroom teachers who need the mandated hours. The lead facilitator is Lillian Brosnick, our certified, licensed ESL teacher. All records of attendance and proof of staff attaining the mandatory hours are kept in a binder kept in the ESL Office and are maintained by Lillian Brosnick. Listed below is an example of Mrs. Brosnick's PD agenda:

Session	Topics
Session 1	What is ESL? Who gets ESL services? K-W-L
Session 2	Sensitization: A lesson in Hebrew
Session 3	Helping the ELL in the mainstream classroom
Session 4	Integrating the ESL methodology in the content area
Session 5	Participants present a lesson demonstrating the adjustments for each stage of language acquisition
Session 6	How music and singing helps to facilitate the acquisition of English proficiency

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?

1. Describe the parent involvement in your school including the parents of ELLs.

- The Parent/School Compact is written in collaboration with all families, including those families of our ELL students.
- Family Activities include an International Fair where all families are invited, and through the sharing of food, dance and music, celebrate their diverse cultures with the entire P.S. 54 school community.
- The P.S. 54 Parent Teacher Association (PTA) includes constituents that are representative of our diverse culture, including family members from our ELL population. The PTA conducts outreach in order to include families of ELLs in school participation and in all PTA activities.
- Our bilingual Parent Coordinator conducts outreach to all families of ELL students, including English Language Workshops for adults.
- Our Social Studies Content Specialist/Library Teacher, in collaboration with our bilingual Parent Coordinator, conducts open-access Library Workshops for parents of our ELL students. This is funded through Title III Funds.

2. Does the school partner with other agencies or community-based organizations to provide workshops or services to ELL parents?
P.S. 54 partners with several agencies and/or community-based organizations to provide workshop or services to ELL parents. These organizations include:

- NYC Public Library
- Internet Safety - NYCPD
- PENCIL Partnership – Compass Group
- Behavioral Management (Pre-K & Kgn. Students) Social Worker

3. How do you evaluate the needs of parents?

- We have an open-door policy which encourages parents to come forward and tell us what their needs are. Our ESL teachers and bilingual Parent Coordinator welcome the families of ELL students, and encourage them to share their concerns openly.
- During conferences and meetings with the teachers, the nurse, guidance counselor, social worker, administration, and all other school-based professionals, parents are encouraged to express their needs and concerns.
- The PTA submits an annual survey and evaluates parent responses. Outcomes are presented at both PTA Meetings and School Leadership Meetings, during which responses are evaluated and action plans are formulated.
- The annual School Environment Survey is evaluated for parent responses, and plans for improvements are made accordingly.

4. How do your parent involvement activities address the needs of parents?

Because all parent involvement activities are formulated in conjunction with the needs of our families, all activities directly address the needs of parents based on the outcomes of our evaluations (see # 3 above).

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)	12	12	1	3	2	1								31
Intermediate(I)	0	5	4	3	1	2								15
Advanced (A)	7	1	11	4	12	4								39
Total	19	18	16	10	15	7	0	0	0	0	0	0	0	85

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	6	4	1	13
5	1	4	0	0	5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1		8		3		1		13
5	1		1		3		0		5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		2		1		5
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				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

New York State Regents Exam

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Describe the assessment tools your school uses to assess the early literacy skills of your ELLs. What insights do the data provide about your ELLs? How can this information help inform the instructional plan? Please provide any quantitative data available to support your results.

The assessment tools used to assess the early literacy skills of our ELLs, include ECLAS-2 and DRA in grades K-1; ECLAS-2, DRA and E-PAL in Grades 2-3; DRA/WRAP, Scantron Performance Series and Acuity Predictive Assessments in Grades 4 and 5. These Periodic Assessments give teachers information about what ELL students already know, and what they still need to learn. Teachers use these assessments, along with multiple and varied formative assessments, to plan for targeted instruction and intervention.

•ECLAS-2 measures the Early Literacy Skills within the areas of Phonemic Awareness, Phonics, Reading and Oral Expression and Listening and

meet or exceed State Learning Standards.

All teachers of ELL students utilize the English Language Learners Instructional Organization Chart, the Monitoring for Results data tracking sheet, the Instructional Grouping and Individualized Instruction Plan spread-sheets that align with both the NYSESLAT and the Periodic Assessments, to set interim benchmark and long-term goals for their ELL students. These assessments provide valuable insight into early literacy skills, reading behaviors and reading levels. We have found that students who have scored a Beginning (B) Level B on the NYSESLAT assessment areas of Reading and Writing, generally score below grade level on the ECLAS-2 in the areas of Reading Accuracy, Reading Comprehension, and Writing, and on the Performance Series assessments in Reading.

2. NYSESLAT Performance Trends

A review of 2009-2010 New York State Second Language Achievement Test (NYSESLAT) Combined Modality Report reveals that in 2010 and in 2009, grades one through five all scored a Level Intermediate (I) or higher on the Listening and Speaking component of the NYSESLAT, and in 2008 only one student scored a Beginning (B) level in these areas. In the areas of Reading and Writing, 16 total students scored a Beginning (B) level in 2010, 12 in 2009, and 11 in 2008. (Please note that there are 19 more children included in the 2010 data than in the prior two years data.) This pattern indicates that our ELL students have consistently scored lower in Reading and Writing than in Listening and Speaking on their NYSESLAT assessments.

According to the 2010 overall NYSESLAT/LAB-R Proficiency Results, 12 Kindergarten and 12 First Grade students scored a Level B. This drops dramatically, with only one student scoring a Level B in Grade 2, three in Grade 3, two in Grade 4, and one in Grade 5. Data indicates that all grades, with the exception of Grade 2 and Grade 4, have a low distribution (1-7) of students scoring within all proficiency levels. The numbers rise to 11 students in Grade 2, and 12 students in grade 4, scoring at the Advanced (A) Level in their overall NYSESLAT/LAB-R proficiency results.

3. How will the patterns across NYSESLAT modalities –Reading/Writing and Listening/Speaking-affect instructional decisions?

The Literacy Coach/Data Specialist, ESL teachers and the classroom teachers of ELL students are cognizant of the needs of ELLs based on the patterns across NYSESLAT modalities. The NYSESLAT data is disseminated upon availability by the Data Specialist and ESL teachers. All teachers of ELL students, in conjunction with the ESL Teachers, utilize the English Language Learners Instructional Organization Chart, which is based on NYSESLAT Results, to track progress in the areas of students' needs. The areas of Reading and Writing are recognized as immediate areas of need for most of our ELL students and instruction is planned accordingly, with revision made yearlong according to established interim and annual goals. In essence, all teachers are responsible for the English Language learner, and results of NYSESLAT guide their instruction.

4. For Each Program answer the following:

a. Examine student results.

Upon examination of ELL students' NYSESLAT results, we have concluded that overall our students require additional support in the areas of Reading and Writing (see #2). Through our Freestanding ESL Program, our ESL teachers, in collaboration with our classroom teachers, focus on Reading and Writing for those students whose NYSESLAT assessment indicate that support is needed. Based on the dissemination of the data, support is also given to all students who did not achieve progress in the areas of Speaking and Listening.

b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

The P.S. 54 Data Specialist/Literacy Coach meets regularly with school leadership and Teacher Teams to access and analyze the data available in ARIS. Decisions involving instruction are made based on these results. All ELL Service providers, ESL Teachers and classroom teachers of ELLs are coached to form ability and skills needs groups utilizing the data.

c. What is the school learning about ELLs from the periodic assessments?

The Periodic Assessments indicate that ELLs have needs that generally focus on Literacy Skills. Our analysis of the results of ELLs' Periodic Assessments has consistently indicated a need for improvement in both Reading and Writing. We have learned that when we use a language rich approach to instruction, utilizing realia and real-life experiences, our ELLs literacy scores improve.

Math scores, as indicated through the Periodic Assessments, are generally within Standards expectations.

Renzulli Learning profiles indicate that many ELLs respond well to technology.

How is the native language used?

Depending on the needs of the student and the skill at hand, very little native language is used during instruction, except when interpretation is needed. Social language between peers and students of similar background using the native language is encouraged. Bilingual teachers

and the Parent Coordinator will often converse with students in their native language. Parents whose home language is other than English are assisted through interpreters, or are paired with a staff member who speaks their native language (see Part I, #1).

5. P. S. 54 does not currently have a Dual Language Program.

6. Describe how you evaluate the success of your programs for ELLs.

P. S. 54 is a School-wide Enrichment Model (SEM) school, and students have many opportunities to be evaluated through products and performances. This greatly improves their confidence as well as their oral proficiency and learning successes. Reading and Writing are evaluated by NYSLATT results, Periodic Assessments and through formative assessments. ESL teachers, and all teachers of ELL students, maintain interim and long-term goals for each of their students. These goals are analyzed for progress toward attainment and revised throughout the school year.

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		