



FORDHAM BEDFORD ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (DISTRICT TEN/ BRONX/ 10X054)
ADDRESS: 2703 WEBSTER AVENUE
TELEPHONE: 718 584 4203
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 54 **SCHOOL NAME:** Fordham Bedford Academy

SCHOOL ADDRESS: 2703 Webster Avenue

SCHOOL TELEPHONE: 718 584 4203 **FAX:** 718 584 4326

SCHOOL CONTACT PERSON: Maribelle Pardo **EMAIL ADDRESS:** mpardo@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Irma De La Rosa

PRINCIPAL: Maribelle Pardo

UFT CHAPTER LEADER: Joanne Schneider

PARENTS' ASSOCIATION PRESIDENT: Rosa Pena

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: TEN **CHILDREN FIRST NETWORK (CFN):** 109

NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Maribelle Pardo	*Principal or Designee	
Joanne Schneider	*UFT Chapter Chairperson or Designee	
Rosa Pena	*PA/PTA President or Designated Co-President	
Nancy Ramos	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Carmen Aleman	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	
Nadia Houghton	Member/Parent	
Irma De La Rosa	Member/PA-parent	
Ivy Flores	Member/Sp.ed parent	
	Member/Parent	
Denise Jimenez	Member/UFT staff	
Chantal Johannesson	Member/UFT staff	
Josephine Ilarraza	Member/UFT staff	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Mission Statement:

Fordham Bedford Academy is and continues to evolve as the best learning laboratory for elementary children and educators in the Bronx. To this end we:

- Stay current on cutting edge learning theories and practices
- Experiment in the classroom
- Assess the success of these methods and
- Share best practices within collaborative teams

The ultimate barometer of the success of the learning laboratory is exceeding achievement as measured by the NYS Content Standards.

We are school of 515 students from PreK-5 located in the Fordham Bedford Neighborhood, Bronx. We became a zone school in 9/2009 beginning with Kindergarten and increase one grade every year. Therefore, we have children traveling from different neighborhoods in District Ten.

Five years ago, we began our small laboratory to leverage changes that are explicitly linked to student learning. Professional development has been designed to improve staff's content knowledge and learn different instructional strategies to improve student performance. We align curricula to NYS content standards, make purposeful decisions to emphasize key performance indicators based on needs of students, and align curricula across the grades. As a faculty, we gather and analyze a range of data (running records, DRA, conference notes, and standardized assessments) that is intentional, providing meaningful and actionable feedback to students, teachers, grade teams, and school leadership about the effectiveness of curricula and instructional decisions and creating a portrait of the school's strengths and areas of need. This year we have refined our school wide inquiry- What is understanding and how does it develop? Sub inquiry groups are: Understanding & planning with knowledge of learning disabilities for our special needs children ; Understanding & planning using knowledge of reading behaviors for our lowest 1/3; and Understanding & planning for stages of language acquisition for our ELL students. Faculty will look through the lens of a subgroup to inform their teaching practice to accelerate the learning for all students.

For 4 years we had a relationship with Teachers' College (TC) in Writing Workshop and 2 years in Reading Workshop and we have continued to build capacity with the teachers that participated in the partnership. Teachers College provided the content knowledge and pedagogy while our partner Learner Center Initiative (LCI) for the last 3 years assisted in providing the whole school with professional development in the creation of standard based units which have specific performance indicators and or competencies, rationale for teaching the unit, guiding questions to create learning opportunities and assessment check points. As a community, we learned to plan for and interpret assessments that were for different purposes, formative and summative. Two forms of assessments were taught, to be used by the teacher and make public to the students are checklists and rubrics. Last year LCI will work with the Leadership Team to use the observations of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.

To be able to build capacity and promote professional growth we have a full time literacy coach and 2 assistant principals to provide differentiated support for teachers based on their specific

developmental and content knowledge needs through teacher teaming, mentoring, coaching and collaborative teams that promote independent and shared reflection opportunities, leadership growth, and enables faculty to continuously evaluate and revise their classroom practices

AUSSIE has collaborated for the last 5 years in providing professional development in the teaching of mathematics that stresses the NYS standards, using the gap analysis to improve our teaching practice, and instructional strategies that differentiate for different thinkers. This year we have added an AUSSIE reading consultant to work with our special needs teachers on their inquiry on diagnosing children and creating an instructional plan for their children that addresses students' disabilities and different modalities to teach and assess students' performances.

Sharon Taberski, reading consultant, is continuing our work from last year, improving our understanding of reading behaviors of emergent, early, and transitional readers for teachers in grades K-3. We improve our reading knowledge by analyzing our running records with miscue analysis, conference notes, students' baggies and observations. The data trends inform instructional plans for small group instruction that addresses the student outcome for the group, identify text and materials that support developing understanding in reading various non fiction genres, and assess how the lesson impacted student learning. Dr. Mercuri, ELL specialist, is continuing our work from last year, improving school wide understanding of the features of ELL children and for teachers in grades 3-5 how to teach academic vocabulary to ELL students.

We believe that cognitive processes should be woven throughout children's experiences and taught using different modalities. We have continue our partnership with Dream Yard to continue to develop our dance program for 2nd & 3rd grades with social studies themes, Urban & Rural dances and Dances around the World. The dance program is another mode to improve language development for ELL students, specifically vocabulary and the creation of sentences, which is the choreography of sequential steps to tell a story.

Digital Learning, a technology consultant group, is increasing our capacity of educators using technology in the classroom in different areas of the curriculum. Each semester a cohort of educators will be trained and expected to use various equipment to provide students with interactive lessons, therefore improving teachers' instructional strategies, and offer students' multiple opportunities for application of concepts and learning processes

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

Please see statistics page

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
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									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
2007-08 2008-09 2009-10				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(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				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)				Number of Educational Paraprofessionals				
2007-08 2008-09 2009-10								
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)				% fully licensed & permanently assigned to this school				
2007-08 2008-09 2009-10				Percent more than two years teaching in this school				
American Indian or Alaska Native				Percent more than five years teaching anywhere				
Black or African American				Percent Masters Degree or higher				
Hispanic or Latino				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Asian or Native Hawaiian/Other Pacific Isl.								
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input 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:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR 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):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
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:		ELA:	
	Math:		Math:	
	Science:		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							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

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		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Based on NYS Accountability report for 2009-2010 all students made AYP but ELL students and students with disabilities made safe harbor. ELA trends:

Student performance trends based on ELA and Acquity Spring 2010

Grade 3 Strengths:

- Standard 2- make predictions, draw conclusions, make inferences about events & characters

Approaching understanding:

- Standard 1- Identify main idea and supporting details) improvement from last year
- Standard 1- read unfamiliar texts to collect data, facts, and ideas(deficiency-2009)

Deficiencies:

- St. 2 Identify elements of character, plot, and setting to understand the author's message or intent
- Standard 3- Evaluate content by identifying whether events, actions, characters, and settings are realistic; evaluate the content by identifying the author's purpose

Grade 4 Strengths:

Student performance trends based on ELA January 2009 and Acquity Spring 2009

Strengths:

- Standard 2- make predictions, draw conclusions, make inferences about events & characters

Deficiencies

- St 3- Evaluate content by identifying important and unimportant details- 2 years in a row
- St 2- Use specific evidence from stories to identify theme, describe characters, actions, & motivations- 2 years in a row
- St.2 – Make predictions, draw conclusions, and make inferences about events and characters-
- St 2- Use knowledge of story structure, story elements & key vocabulary to interpret- 2 years in a row
- St 1- Collect & interpret data, facts, and ideas from unfamiliar texts
- St 1- Identify a conclusion that summarizes the main idea
- St 1- Identify main idea and supporting details
- St 1- Understand written directions & procedures
- St 1-Recognize & use organizational features to locate information
- St 1-Understand written directions & procedures

- Genres that represents the most difficulty is realistic fiction narrative, how to and science article

Grade 5

Strengths:

- Most indicators of Standard 1 but not in the following:

Deficiencies:

- Standard 1: Read to collect and interpret data, facts, and ideas from multiple sources
- Standard 2: Identify literary elements of different genres
- Standard 2 read, view & interpret literary texts from a variety of genres
- Standard 3: Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details

Accomplishments

- 2009-2010 we revised Prek- 5 grade reading curriculum to address last years strengths & deficiencies increase reading of non fiction as part of every reading unit. In Summer of 2010 we aligned social studies to the literacy unit, school wide scheduling and part of our common meetings of how to teach grade specific concepts and measuring what has been learned.
- Differentiate for staff professional development based on grade needs, teaching learning continuum using teaching Professional Standards- via goal setting & evidence from Learning Walk
- Improve system for observation, reflection, feedback, action plan to meet the staff needs
- Data Inquiry Teams provided lab sites for inte rvisitations.
- Teachers improving analysis of data by using Fountas & Pinnell's Literacy Continuum to observe reading behaviors and create lessons to teach specific learning behaviors; using conferences to measure comprehension; monitoring students growth quarterly; reflecting on students' meeting benchmarks for reading units; guided reading for all students
- Decrease in students occurrences and suspensions
- Increase in monthly student attendance
- Collaboration among staff to improve student achievement- articulation between AIS staff (Response to Intervention/ Instruction) with classroom teachers; Special education team common times; ELL team common time; grade common times; data inquiry in tier 2 core working with classroom teachers to research instructional practices to improve student achievement
- Reading Curriculum revised yearly to address students needs based on gap analysis
- High Quality professional development – teacher to teacher; learning team (coach/AP with teaching staff) and outside consultants- AUSSIE, Heinemann

Significant Aids

- 2 Assistant Principals to provide teachers immediate feedback about instruction
- Scheduling common learning times for 75 minutes a week
- Subgroups common learning times
- Parent coordinator to assist in improving parent communication
- Title 1 social worker to deal with families in crisis and provide support with outside non for profit organizations
- Title 1 librarian to provide supplemental reading opportunities
- Teacher Communicator- weekly meetings to have a forum for teachers voices to impact school initiatives that improve student achievement
- Collaborations with Dreamyard- artists in residence that align the performance arts standards with our ELA initiatives
- Technology teacher leadership to infuse technology to measure student understanding & as a tool teacher practice

Barriers

- Became a zone school last year for K, therefore yearly fluctuation of register and funds; less than 20% Of students graduate from our Kindergarten cohort.
- Attendance is 91% and chronic tardiness in early childhood classes
- Time for professional development without hindering student achievement

- Over reliance on the school to provide professional development to staff
- Content knowledge about the teaching of reading and repertoire of various instructional strategies. In addition, the NYS/NYC JIT Review found lack of the following:
 - Alignment of lesson plan objectives with student outcome.
 - Use of differentiated instructional strategies-cooperative learning, modeling, scaffolding, 1:1 tutoring & small group instruction.
 - Questioning strategies to promote higher order thinking & problem solving.
 - Activities that include problem solving, inquiry, research, decision making, summarizing, structured note taking, specific content vocabulary & reflection/ self evaluation in student tasks.
 - PD & follow up notes on the use of conferencing notes & interim assessments.
 - PD on how to differentiate instruction based on students' strengths & needs.
 - Principal should provide APs PD & follow up in the areas of ELL & SWD.
 - Improve on teaching inquiry & hands on science.
 - Consistent & uniform grading policy
- Infuse technology in the curriculum & provide staff with PD to support academic achievement for ELLs & SWD.
 - General education teachers & ELLs should meet regularly to discuss best practices to support ELLs & SWD in general education classes.
- Time scheduled for teachers of ELLs to meet with school leaders to address challenges & concerns. In addition, administrative staff should improve in the following:
 - Increase regular observations & informal to address teachers expectations.
 - Broaden focus to other potential NCLB identification

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal 1 By June 2011, 75% of all students with at least 90% attendance rate in grades K-5 will improve their engagement, reading comprehension and oral reading fluency by at least 13% as measured by DRA.

Goal 2 By June 2011, 75% of all students with an IEP and English Proficient and at least 90% attendance rate in grades K-5 will improve their engagement, reading comprehension and oral reading fluency by at least 7% as measured by DRA.

Goal 3 By June 2011, 75% of all ELL students with at least 90% attendance rate in grades K-5 will improve their engagement, reading comprehension and oral reading fluency by at least 13% as measured by DRA.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 75% of all students with at least 90% attendance rate in grades K-5 will improve their engagement, reading comprehension and oral reading fluency by at least 13% as measured by DRA.</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"> ○ <u>Reading Units for all:</u> performance indicators are aligned to comprehension strategies and skills needed. Narrow reading assessments for reading units- reading logs, responses, book baggies & conferences. ○ <u>Social studies</u> integrated in literacy curriculum to increase opportunities to practice non fiction & improve vocabulary development in addition in PreK-2 integrate science units in lit. curriculum. ○ School wide consistency in teaching of social studies and launch grading protocol. ○ <u>Day to day pacing</u> for grades 3-5 to ensure grade consistency and ensuring assessments are integrated as part of planning. ○ <u>Guided reading</u> based on reading behaviors-tier 1 – ○ <u>RTI Schedule-</u> from 8:00 am- 9:15 no preps to ensure teachers have 2 guided reading groups 8:10- 8:40 tier 1 and 8:45- 9:15 tier 2 group. Teachers in 1st have reduced class sizes (15-20 students); grade 2 have paraprofessionals to push in; and cluster teachers push in to support large classes. ○ <u>Phonics program-</u>Fletchers Place-preK ;Phonics by Lesson- Fountas & Pinnell grades K-3; grades 2 & 3 supplement with Words Their Way (program previously used to transition) Special education Foundations with Phonics by Lesson ○ Mandated 7 steps to <u>lesson planning</u> to ensure precision in teaching. ○ <u>Extended day-</u> grades 3-5 tutoring tier 2- 2x a week/50 minutes homogeneous groups, flexible based on DRA & acuity data ○ <u>Holdovers-</u> grade 1-2 tutoring tier 2 2x a week/ 50 minutes a day ○ <u>School wide data inquiry teams-</u> teachers identify 5 level 2 (approaching grade level)

students in which they perform action research to look at the relationship of teacher practice, curriculum and student data to create an action plan to immediately implement and assess. Teams will meet in collaborative teams formed by school needs- lowest ¼ in general education, students in special education, and ELL students to impact all 3 aspects of student achievement.

- Data analysis for grade teams 2-5 hire substitute teachers during data check points to allow grade teams to meet and analyze the trends for grade, class, and by individual child- use the information to improve how to teach using a comprehension strategy and instructional strategy- think aloud or questioning based on last year's professional development by Dr. Zimmerman, Mosaic of Thought.
- Title 1 librarian full time for supplemental literacy & provide RTI tier 2 & 3 reading sessions
- Grades 2-5 assistant principal to provide feedback & coaching to teachers about instruction, review data to plan for curriculum & looking @ effective teaching practices.
- Reduce classes in grade 1 to ensure children meet grade benchmarks.
- School counselor to provide at risk students in general education emotional & social intervention sessions to improve
- Parent workshops aligned to NYS ELA standards- Monthly book club working on comprehension strategies and how to develop children's literacy skills at home. Monthly workshops on topics to prepare children for NYS exams, grade level expectations, homework help, enrichment to engage parents as partners. Parent coordinator facilitates between families & staff, plans, executes & assesses functions.
- Attendance team –family worker & guidance family reach to children with chronic absences as it affects student performance. To address tardiness, parents will receive letters about child's tardiness is impacting RTI services & promotion with follow up calls.
- Data checkpoints- Core data team analyzes school trends and share information with grade teams to plan on effective teaching practices and view each other for collegial feedback.
- After School for targeted students in grades 3-5 focus on instructional strategy- think aloud & Performance indicator main idea for standards 1& 3 in ELA.

Professional Development to improve student achievement:

- Literacy coach- In house Professional Development-full time to use data to revise curriculum and assist teachers in class application and facilitate study groups
- School wide Assessments- build on knowledge of running records and miscue analysis, conferences and observations skills to understand student performance

	<ul style="list-style-type: none"> ○ <u>Literacy Consultant</u>- Sharon Tabersky (author)- K, 1,2, 3 grade teams learning the features of different <u>reading behaviors, assessing</u> (reading conferences) and using the information to plan for small group instruction and shared reading (practice within curriculum). ○ <u>Performance art</u> (visual & dance) with Dream Yards (consultant) to improve content knowledge, assessment and practice using <u>Studio Habits</u> (Harvard Project Zero) to teach and assess for understanding. Using performance art as another modality to improve students vocabulary and interpretation skills. ○ <u>Mathematics AUSSIE</u> consultant- grades 2 & 3 teams using NYS core common standards in grades 2 & NYS standards in grade 3 to improve teacher practice in teaching comprehension, fluency, and vocabulary- aligned to literacy teacher practice to improve overall student performance. ○ <u>New teachers</u>- receive professional development via literacy coach to give them foundational knowledge and using California Teaching Standards for Creating & Maintaining Effective Environments for Student Learning, Planning Instruction (readers workshop and guided reading) , and Assessing Student Learning (administering DRA, running records & miscue analysis , and conferencing. ○ <u>Administrative team</u>- Study group based on Dr Elmore’s Instructional Rounds to develop the skills in using protocols essential to improve learning & teaching, understand the role of explicit theory in action in the school improvement process; and identify what good teaching and learning looks like in practice. ○ <u>Lab site</u>- Teacher leader in grade as lab site to lead study group in effective teacher practice, curriculum development, and using multiple data sources & conferencing.
<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"> ○ Literacy coach -80% title 1 SWP; Consultants- Title 1 100%; Grade 2-5 Assistant Prinicipal-25% Title 1 ARRA & tax levy; Title 1 school counselor; Contract for Excellence- grade 1 class reduction; tax levy parent coordinator; tax levy-family workers; Title 1 JIT for per diem teachers; Title 1 JIT for per session teachers; Title 1 per session for Supervisor per session
<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"> ○ 9/10 baseline ELA simulation grades 3-5, narrative writing baseline w TC Writing Assessment; 10/10 DRA compare to 6/10 grades 1-5;K-5 reading unit outcomes measures-conferences/ reading logs/ reading response notebooks; 11/10 Acuity grades 3-5; 11/10 1st writing unit outcomes student work compared to 9/10 baseline; 11/10 Monitor for reading, guided reading- conference notes & running records with miscue analysis RTI tier 1; 12/10 2nd reading unit outcomes are measured & analyzed; 1/11 monitor for reading –tier 1 DRA assessment and tier 2 & 3 student performance;1/11 writing midline compare to

	<p>baseline for growth; 1/11 , 2/11, & 3/11 grades 3-5 Acuity; 5/11 DRA monitor for reading Year long Thursday s 50 minutes devoted to inquiry ; after school program will create acuity assessments to measure impact on students March 2011 & April 2011 every 2 weeks in between.</p>
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SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 75% of all students with an IEP and English Proficient and at least 90% attendance rate in grades K-5 will improve their engagement, reading comprehension and oral reading fluency by at least 7% as measured by DRA.</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"> • Identify students and their needs by reviewing June 2010, September 2010 and IEP data • Literacy Curriculum same as for all students, in addition modify to address the learning disability via process and or product. Identify assessment opportunities within literacy units that incorporate at least 3 different learning modalities to show understanding. • Literacy- <u>Special Needs Consultant</u>- AUSSIE- special education team study group- learning to observe and understand reading behaviors in students with learning disabilities, analyzing students’ performance to measure understanding, and create lessons to meet learning objectives using different modalities. • Continue special education teacher <u>study group</u> (scheduling common time for group & 1:1 push in with follow up) with AUSSIE consultant & Literacy coach to improve precision in teaching by improving teachers’ content knowledge about reading stages, skills to diagnose students reading records to improve direct instruction, and create learning opportunities for students to apply the skills in different applications (differentiation) • Continue school wide <u>data inquiry</u>- what is understanding and how does it develop? Literacy <u>Consultant</u>- Sharon Taberski (paid by Title 1) improving teachers’ content knowledge about general reading stages & developing comprehension by discussing theories about reading, modeling guided reading, supporting teachers in creating their groups and applying their new knowledge. • Special education team (including pedagogues, related service providers & IEP team & when appropriate RTI) will meet monthly (scheduling) to learn the different characteristics of learning disabilities to improve their content knowledge in creating learning opportunities. CFN 109 Special education supervisor has been invited to co-facilitate with school community.

	<ul style="list-style-type: none"> • Infuse technology in the curriculum & provide staff with PD to support academic achievement for Special Needs students. • Administration professional development will be as same as special education team, in addition, will study for the year Dr. Elmore's Instructional Rounds to improve observation skills, diagnosing trends in school, monitor for implementation and provide feedback to teachers about application and provide inter-visitation opportunities in the schedule to allow for teachers to view & provide collegial feedback/ round table. AUSSIE consultant will work with admin team on improving tier 3 instruction as part of RTI model. • Via <u>inquiry study</u>, teachers will identify 2 students underdeveloped, 2 students approaching and 2 students proficient for their grade performance based on NYS ELA standards. Goal: to improve observations, conferencing to better create learning tasks that address disability and modality. Inter visitations & presentation of work to team and share knowledge during Data Extended Thursday period. • Short term objectives will be identified, a skill will be taught, task will be created to align with skill to be learned. Administration will monitor students growth with teachers via weekly data analysis meeting 1x wk instead of extended day. • Phonics program for all special education self contained Foundations/Wilson and SETSS Fountas & Pinnell Intervention Program. • Extended day will provide additional tier 3 intervention in the area of need and measured every 6 weeks. • Improve construction of IEP to include SMART goals & modifications as scaffolds. Admin team reads drafts and create pre conference meetings. • Review data sources to create action plans. • Parent coordinator-provide learning opportunities to support parents by- creating workshops to inform parents using in house & community resources • Family workers- to reach out to parents.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Literacy coach -80% title 1 SWP; Consultants- Title 1 100%; Grade 2-5 Assistant Principal-25% Title 1 ARRA & tax levy; tax levy parent coordinator; tax levy-family workers; JIT</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Same as general education ; Special needs have a monthly child study team 11/10-6/10 review of impact; 11/10-2/11 for 15 sessions analyzing data weekly in reading to mark improvement; Thursday data inquiry time</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 75% of all ELL students with at least 90% attendance rate in grades K-5 will improve their engagement, reading comprehension and oral reading fluency by at least 13% as measured by DRA.</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"> • Create in every grade self contained ESL classes with ESL certified teachers, when not possible, ESL push in program with articulation in planning & data. • Continue from last year professional development on comprehension strategies as part of the literacy curriculum using title 1 funds to pay for consultant & 50% of coach. • ELL consultant- Dr. Mercuri-developing academic vocabulary in the content area theory, modeling content based lessons, various children application. Goal: teachers will be able to use proven based researched strategies- grade K & 1 to target vocabulary through sentence frames & thematic units and grades 2-5 via think alouds and metacognition in their lesson planning, create language objectives and an student objective based on NYS ELA & NYS ESL standards. • Monthly ELL Department meeting to discuss program alignment and improve knowledge about student performances in the different language proficiencies. • Interdisciplinary study with emphasis on social studies to improve vocabulary & critical thinking NYS ELA standard- PI identifying what is important vs non important details, retelling, summarizing. • <u>ESL inquiry teams</u> will meet to analyze data & create tasks for students & practice teacher's pedagogical moves – improve teachers' knowledge of modifying instruction to include students' language proficiencies to create language objectives based on NYS ESL standards and content

	<p>objectives based on NYS ELA.</p> <ul style="list-style-type: none"> • Pilot ELL Rigby Assessment for validity & comparison to DRA information and use information for creating learning opportunities. • Per diem subs for ELL vertical teams have inter visitations & planning for SMART goal sessions • Purchase use of software and technology to use with ELL students • Per session for after school direct instruction on NYS standard 1 & 3 on main idea and instructional strategy- think aloud • Newcomers program- after school program in social studies to develop language in English that are pertinent for grade curriculum & mathematics program in native language and using ESI methodology for development of mathematical thinking in first language and develop mathematical vocabulary in English. • Newcomers program during the day program with ESL teacher to develop content based vocabulary aligned to class' unit of studies. • Parent coordinator provides & coordinates workshop on how parents can help children fro 2nd language- cultural, emotional & academic issues <p>Phonics by Lessons Fountas & Pinnel as word study component</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Literacy coach -80% title 1 SWP; Consultants- Title 1 100%; Grade 2-5 Assistant Prinicipal-25% Title 1 ARRA & tax levy; tax levy parent coordinator; JIT Title 1- after school & technology & consultant</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Same as general education ; ESL monthly-data inquiry team to review children work- multiple performance assessments to mark growth 12/10- 5/10.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	5	N/A	N/A	N/A	3	2	
1	11	11	N/A	N/A	N/A	3	11	
2	40	40	N/A	N/A	N/A	5	10	
3	20	20	N/A	N/A	N/A		8	
4	25	25	20	20	N/A		9	
5	20	20	10	10	N/A		6	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Grades 1-Reduce class size. First period AIS tier 2 intervention by classroom teacher. • Grades 2-5 first period is AIS tier 2 intervention small group; ESL teachers push in to provide small gr • 4 during the day pull out/push 45 minutes/4 days /wk in reading homogeneous small groups (F&P Intervention Program- phonemes, phonics 7 comprehension; holdovers- Wilson and guided reading) • Grades 2-5 extended day for 50 minutes X 3 days/wk; homogeneous reading levels in groups of 5-8 students on work on developing comprehension- Critical <p>After school for targeted students- performance indicators in standard 1 reading for information- determining importance using National Geographic program</p>
Mathematics:	<ul style="list-style-type: none"> • Grades 3-5 AIS teacher pull out & push in during mathematics time 4 days/wk/40 minutes using Great Source mathematics Intervention • Grades 3-5 extended day based on deficiency 40 minutes/3x/wk- Buckle Down Friday/Saturday program 8 WEEKS 3 hours sessions small groups of 10-12 students
Science:	<p>Students level 1- groups of 5 wkly/ 30 minutes vocabulary and lab performance Coach</p> <ul style="list-style-type: none"> • AIS texts are content based as non fiction genre is our students' deficiency • extended day for students in grades 4 & 5 is in social studies and science- 3x/wk 40 minutes small group instruction <p>extended day cycle of 8 weeks in science concepts in grades 3-5 3x/ wk for 40 minutes using grade science units data for instruction- Coach</p>
Social Studies:	<ul style="list-style-type: none"> • AIS texts are content based as non fiction genre is our students' deficiency • extended day for students in grades 4 & 5 is in social studies 3x/wk 40 minutes small group instruction • Weekly- Friday Social Studies guided reading program to teach language via content
At-risk Services Provided by the Guidance Counselor:	We do not have a guidance counselor but a social worker see below.

At-risk Services Provided by the School Psychologist:	Children in Crisis- observations in classrooms to analyze behaviors and assist in creating action plan, teach coping strategies, monitor, assess.
At-risk Services Provided by the Social Worker:	Small group counseling scheduled during students' lunch or during non ELA time about emotional / social needs; 1:1 counseling for depression and trauma; in class support to transfer skills ; based on needs referred by teacher or parent Student Intervention Team meets weekly to create or assess action plan; Supports family in housing, therapeutic agencies, health insurance, getting appropriate City agency support etc.
At-risk Health-related Services:	nurse in the school to support chronic asthmatic & diabetic children; dental screening form local hospital; screening & vision of prek, K, 1 by Department of Health & by school in grades 3 & 5 & new admits

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.

- 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) 3-5 Number of Students to be Served: 70 LEP Non-LEP

Number of Teachers 7 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

The amended aspect of Title 3 is to purchase additional services than already planned using Title 1 funds. Using the research of multiple intelligences we are including the performing arts –visual arts & dance using Dr.Eloise Hetland Studio Habits to teach for understanding. As ELL students need multiple point of entry to show their understanding of concepts. The dance and visual art teachers will align their curriculum with the grades social studies to use their domains to build understanding of grade curriculum. In addition, professional services to have teachers of ELL students improve their knowledge in integrating technology with the curriculum to tech for understanding and students use technology as a vehicle to make their thinking public.
Both consultancies are attached as part of the data inquiry for each teacher involved.

Section III. Title III Budget

School:10x054 _____ BEDS Code: 32-10-00-01-0054

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) - Per session - Per diem	\$6,440 (w/ fringes \$5413)	129 hours of per session for ELL teachers to support ELL Students: 129 hours x \$49.89 (current teacher per session rate with fringe) = \$6,440
Purchased services - High quality staff and curriculum development contracts.	\$5K \$10,000	Consultant-Dream Yards- working with dance teacher weekly for 30 sessions on curriculum, assessment & application & visual art teacher- curriculum, assessment, application & inter visitation 1x month. Consultant- Digital Learning- working with coach, ESL specialist and 4 classroom teachers to look at teacher practice, curriculum & student data.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	0	

Educational Software (Object Code 199)	(0	
Travel		
Other		
TOTAL	\$21,440	

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.

Data about students and their parents' languages are collected through the HLIS and student/parent interviews where necessary. Home languages are entered into ATS where they become a permanent record for students and can be accessed at any time through the RPOB, RLAT or RLAB reports. These reports are also used to generate in-house assessment spreadsheets to be able to provide information to teachers about parent needs. Informal observations are also used to determine in face to face situations, whether or not the parent would be best served by translation services. Each parent, in addition, has a chance to designate the best language for communication on the emergency card, which then serves as further support for school personnel to anticipate needs. Welcome signs, language cards and other translation support text are posted throughout the school and oral interpretation over the phone is used when necessary. Parent coordinator is aggressive in making sure parents know they have a right to translation.

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.

Thirty-seven percent of students in PS 54 have a home language of Spanish. One percent speak Albanian, Bengali, Fulani. Less than one percent speak Arabic, Bambara, Chinese, Korean, Vietnamese and Urdu. These findings are reported yearly at faculty conference. Data on languages are also reported through assessment spreadsheets and the quarterly memo reminding teachers of the parent's right to translation as well as the tools which can be used. Teachers then have the chance to plan for parents of students who are not ELL, but who may not be English proficient, as in the case of some of the parents of general education students who were either never eligible for LAB-R testing, or who passed the LAB-R, particularly among the Spanish speaking population. Few parents of the other language categories are parents of EP children, so are unlikely to be missed by a policy which may use home language data as a starting point.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation of Spanish is provided in-house by school staff. Documents which are routinely sent home are produced routinely in Spanish as well as English. For languages other than Spanish we ask parent if they need an interpreter and use the translation and interpretation unit and school staff depending on the language. We have some staff that speak different languages and assist on a need basis.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. Oral interpretation is always provided by in house staff, volunteers in the community and through the Translation and Interpretation Unit of the NYCDOE.

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>.

When parent enter the building we have posters in the different languages to allow them to point to their language if they need an interpreter. If we have someone on site we provide immediate translation. If not, we schedule an appointment convenient for an outside translator and family member. NYC translation unit has been used over the phone and in person request for parent conferences. Letters for parents are generated in the languages they speak, using the translation and interpretation unit and in-house resources. Phone contact and face to face contact is routinely used for families whose languages are not written or who are not literate.

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:	\$472,358	\$104,660	\$577,018
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4724	\$1047	\$5771
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,000	*	
4. Enter the anticipated 10% set-aside for Professional Development:	49850	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95%

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.

The 3 teachers that were not highly qualified in 2009-2010 were due to not taking and passing state exams. Administration works with HR to identify staff and their deficiencies and the timeline for them to complete the work and submit to the state on time. The Payroll secretary and union chapter leader keeps teaching staff abreast of their next steps and keeps reminding them of their responsibilities. HR provides administration with updates.

* 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**.

SCHOOL PARENT COMPACT

P.S. 54

*We, the school and parents agree to work cooperatively to provide for the
successful education of our children*

SCHOOL

We understand: the need to convene meetings for parents to inform them of the school program and their right to be involve.

We understand: the need to offer a flexible number of meetings at various times.

We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the needs of our children.

We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

We understand: the need to provide quality curriculum instruction.

We understand: the need to deal with communication issues between teachers and parents through:

- Parent – Teacher conferences
- Reports to parents on their children’s progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child’s class
- Observation of class activities
- Phone calls
- Letters (mail)
- Suggestion box

PARENT / GUARDIAN

I understand: the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

I understand: the need for me to monitor my child’s:

- Safety
- Attendance
- Homework
- Health needs

I understand: the need to share responsibility for my child’s improved academic achievement.

I understand: the need to communicate with my child’s teachers his/her educational and emotional needs.

I understand: the need to ask parents and parent groups to provide information to the school on the type training or assistance I would like and or need to help me be more active in assisting my child in the educational process.

I understand: the need to become involved in parent involvement activities.

I understand: the need to participate in/or request assistance on child rearing practices and teaching and learning.

Parent Signature/ Date

School Parental Policy

Parents and families of students in the P.S. 54 will be provided with opportunities to participate in school – based planning committees, and in the School Leadership Team. Parent education activities that relate to building strong home / school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase parent involvement, P.S. 54 will:

Offer parent training workshops / meetings related to:

- Eligibility criteria for entrance into various programs (e.g. Bilingual Programs, Special needs) by the school social workers and psychologists
- NYS standards and assessments by assistant principals
- Parenting skills by social workers and outside organizations
- Workshops in math and literacy grade specific learning outcome- Monthly Book Club, Families Learning on the Go, with Principal, Reading for Life with Title 1 librarian to focus on developing life long literacy skills at home with modeling & make and take.

Encourage parental involvement in our school by :

- Establishing a school level Parent Advisory Committee;
- Conducting outreach activities and training parents, especially new parents and non – English – speaking parents;
- Training administrators and teachers in strategies that enhance meaningful parent involvement;
- Holding orientation meetings to present the overall goals of our school, as well as specific grade / class goals;
- Encouraging and training parents to volunteer and assist in classrooms, in libraries and on trips;
- Distributing notices in the language spoken by the parents.
- Provide a Parent Room in which parents will feel welcome and can coordinate activities for parent involvement.
- Provide resources for family outreach to assist and inform parents, and involve them in the school community.

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 C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Needs assessments is on going as staff reviews current data generated by students in relation to school wide units, NYC DOE interim assessments & NYS assessments. We look for longitudinal trends as described in the needs assessment page to address in the curriculum and match with effective teacher practice in building student understanding.

Tardiness and absences in the early childhood classes is chronic which impacts reading instruction.

Please refer to School Needs Assessment Sheet.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Increase teacher time to collaborate by looking at their students' data during grade meetings, inter visitation viewing teacher practice and creating tasks together. The data inquiry teams provide teachers an opportunity to analyze multiple data sources for 5 students that are approaching to create tasks, read and implement teacher practice that will improve student achievement. In addition, to improve overall class instruction focusing on planning standard based units in reading with specific performance indicators correlated to gap analysis of ELA; partnering on content & pedagogy staff development with Heinemann to bring researchers and expert teachers in teaching comprehension; and having consistent throughout a grade with weekly common planning time. Clear expectations on the elements of planning with learning outcomes & grade benchmarks; reviewing student work to look for evidence of performance indicators; providing staff specific feedback with timeline; and use data to differentiate direct instruction for small group instruction and 1:1.

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 and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.
 - Increase the amount of quality of learning time: Improving on the pacing of day instruction with 120 minutes of reading instruction and a total of 150 minutes of literacy instruction; reduce interruptions of morning period to allocate small group instruction; targeted instruction in extended day for 2 days, 50 minutes a day for all students in grades 3-5 year long and grade 1& 2 for 6 months in 6:1 ratio grouped by reading behaviors & reading level; RTI teachers to provide direct instruction in addition to 120 minutes of reading.
 - Increase non fiction reading in the reading curriculum, science cluster, teaching of social studies by classroom teacher and in the extended day program. Fountas & Pinnell Phonics by Lesson in general education classes K-3. Foundations for special education classes.
 - Choose a phonics program that improves children understanding of English decoding, semantics and meaning systems.
 - Help provide an enriched and accelerated curriculum- enrichment is deserved by all students and attained when instruction is topic oriented with a clear purpose & rationale for study. Curriculum mapping of all content areas per grade is the focus for 2010-2011. As we understand the stages in reading and writing continuum, differentiation is more school wide. Our collaborations with Dream Yard and Digital Learning allow multiple opportunities of

- application in different point of entry for students to show their understanding. Accelerated curriculum is provided only during guided reading which is homogeneous groups. The gifted and talent class provides a compact curriculum.
- Meet the educational needs of the historically underserved population- In our school the underserved population are the children meeting above grade standard because the struggle understanding how to differentiate. The majority of instruction is to support students at grade or below. Students at below grade level are seen for RTI, small group instruction, 1:1 conferring, extended day, and after school. Children above grade level need many more opportunities to apply their knowledge to projects and real life programs. This year we will begin to differentiate by looking at reading, writing, mathematics units and inserting possible differentiation experiences via tiering to have students perform at a more advance level.
 - Address the needs of all children in the school, but particularly the needs of at risk children- Screening procedure, review of periodic assessments to ensure students are showing growth in intervals through time. Measuring how many children are below, approaching, at grade, and above grade level in each class. Defining next steps/action for each child with frequency and review of resources. Provide RTI provider who works with the student in a low ratio on specific skill. The student is assessed on the skills taught every 6 weeks, looking for evidence how student use new knowledge. In addition, extended day provides another opportunity for students to have targeted instruction at their level. Title 1 social worker provides an additional support to children to children in creating goals and focusing on changed behavior that they can accomplish. The parent coordinator is instrumental including the families as part of the support.

3. Instruction by highly qualified staff.

It is always our intent to have the most highly qualified teacher in every classroom. Hiring teachers with experience and teaching educational background is always the first priority however due to unforeseen economic down turn we hire within the existing pool within the DOE that might have seniority and tenure but not be quality teachers and learners.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards. Highly and on going professional development for teachers, principals, and paraprofessionals to meet the State's student academic standards. The vision for PS 54 is to be a learning school, our classrooms are a lab site for our questions and looking at children's work as our evidence of our impact. Student data drives our professional development plan, individual, grade and school wide. Partnerships with Dream Yards, Digital Learning and Heinemann provides us with the teacher practice knowledge and assist in the applicion of tasks to improve student achievement. We meet weekly during grade meetings (we have it structured that the prep has an additional zero period to allow teachers to meet longer to review student work, looking for evidence of what children can do and analyzing what to do next, looking for evidence of meeting outcomes, using the standards to plan units. Monthly we meet as grade teams so everyone (guidance, parent coordinator, administration, content specialist, RTI teacher, and classroom/ para professional/ related service teachers) that impacts the grade consistently has an opportunity to reflect, assess and act to improve student achievement.

We changed our extended to increase the amount of time of our extended day to 50 minutes, 2x week. In addition, the time change will allow for study groups to occur during non extended days.

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

Reaching out to colleagues and NYCDOE hiring hall, recommendations from other staff members. CFN HR Administrator, NYC New Teacher Finder and colleagues within the building refer people they know for interviews.

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

Parent involvement is high during the beginning of the school year, early grade writing celebrations, grade assemblies, family night. We would like to capture an attentive audience by collaborating with families about their role in developing their child's ability to communicate with their world. Principal has a monthly book club, Families Learning on the GO, begun Fall 2009. The purpose is to introduce parents to texts that are aligned to social studies curriculum and non fiction. During the time how to choose text in a bookstore or library, as adult readers how do we pursue reading (metacognition for transfer) and how do we use what we know about reading to model for our children. At the end of each session parents keep the texts to practice at home and have a Q&A which they support each other with parenting ideas.

The role of the Title 1 librarian will expand to include a monthly parent story hour with extended activities to allow parents before school opens to spend time to learn about the best practices to develop their child's literacy skills and have an opportunity to practice with the librarian and parent coordinator's guidance. In addition, we will have family canvas bags with select theme based texts that will be on loan to allow families multiple opportunities to practice at home.

The upper grade AP has monthly meetings with parents, last year his year long study was based on 7 Keys of Comprehension by Susan Zimmerman. This year will be on NYS exams, having parents actually learn the grade expectations by having learning experiences in the different grade curriculum.

Monthly Parent Association meetings are a vehicle which the principal participates to inform parents of instructional highlights, school goals and monthly objectives. The guidance department also presents to parents about different strategies to develop their child's emotional well being.

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

Pre-k teacher has a common planning time with kindergarten to ensure consistency in curriculum & measure students' performance. Same measurement tools- Early Emergent readers Checklist & Sulzby Reading behaviors. Monthly parent in class workshops with pre K social workers parent coordinator to teach literacy at home school connection. Spring orientation for families to come and visit. PreK has intervisitations with K classes in the Spring. Title 1 librarian meets daily with preK for direct instruction.

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

At the end of each reading unit teachers complete a class sheet to categorize which students met, approaching, or did not meet reading units and what tier 2 instruction will be for children not meeting NYS ELA performance indicators. During grade meetings teachers look at student work with protocol to assess what the child can do and what are wonderings about the child and what could be some possible immediate next teaching steps for the child. Teachers as grade teams review drafts of the literacy curriculum to provide feedback, review reading units for any clarifications and this year focus on looking the relationship of the curriculum (tasks created for children), the teacher practice (how it is presented to children) and student data to improve our precision in teaching.

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

We have specific assessments used for children with interim checkpoints. Administration collects and assess for grade trends. Grade teams & literacy coach use the information to revise reading units in the daily lesson plans and align school wide reading curriculum for consistency. Individual needs are either screened for RTI in addition to day instruction. Tier 1 intervention is done by the teacher in small group instruction. Tier 2 intervention is done by RTI teacher or in extended day. Parents are informed of the additional assistance and are given information on their improvement. In addition, parent coordinator assist parents that qualify to seek a SES provider to tutor their children after school. We house a SES provider in the school building for parents convenience. The SES Manager shares the data of how students are performing. This year we would like to collaborate more and involve the classroom teacher as none of the teachers provide the tutoring services.

Creating a reduced class with an experienced effective teacher, RTI push in pull out, extended day, after school, family worker/ parent coordinator/ guidance family outreach. Differentiation is not only about scaffolding the information by addressing lower skill levels needed to master. Differentiation is also how information is presented to children to allow them to construct their knowledge and multiple opportunities to practice. Staff development is a structure embedded in the culture. The community needs the administration to work with them in the classrooms to allow them to construct knowledge, opportunities to practice and immediate feedback.

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

The administration role is to impact the classrooms to increase the flow of communication and consistent curriculum & expectations in the classrooms. An additional assistant principal was hired to ensure there is a lead instructor in classrooms every day. Two secretaries will be in the office in the main head quarters to ensure that information is flowing within the building and outside to the community. Children in grade 1 is placed in reduced classes to lower the teacher : student ratio. Title one librarian supports literacy development. Title 1 social worker supports students & families emotional support services. Professional development will happen through the day in assisted learning but also set aside funds to have teachers visit outside learning, inter visitations, study groups, etc.

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	✓				✓	
Title I, Part A (ARRA)	Federal	✓				✓	
Title II, Part A	Federal						
Title III, Part A	Federal	✓				✓	
Title IV	Federal						
IDEA	Federal	✓				✓	
Tax Levy	Local	✓				✓	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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: Restructuring yr 1 Focus **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.

According to NYS Accountability all sub groups made AYP for 2009-2010. However, ELLs and special education students met AYP with safe harbor therefore our 2010-2011 CEP is based on that data. Please see Action Plan for ELLs and special education students.

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.

As per JIT findings, professional development will focus on improving our assessment collection and analysis of our conference and observation notes to improve our differentiate instructional strategies.

10% AUSSIE Consultant-Literacy to provide direct professional development with our large special education department in analyzing various data sources to understand where the child is in reading continuum, about child disability and address them via curriculum-tasks students

School Under Registration Review (SURR)

perform and teacher practice- develops understanding. In addition, AUSSIE literacy consultant meets with administration in developing an effective RTI school wide structure.

Dr. Meruri, ELL consultant to work with the ELL teachers on modifying grade curriculum by using research based strategies for ELL students. The application will be supported by Data Core lead teachers and during the Thursday extended data day.

As per JIT recommendation, broaden our focus in addition to ELA, the teaching of mathematics. AUSSIE consultant-mathematics working with grade 1,2,3 teachers looking student work, math core standards, and teacher practice to improve student performance. Network provide support of sending a lead teacher in grades 1-5 to monthly AUSSIE math workshops looking at the math units to be taught as it support Core Standards.

As per JIT recommendation, infuse the use of technology with ELL and SWD, Digital Learning to meet and organize the data inquiry team to outline goals and strategies for the year, develop lab sites in classes that serve ELL and SWD students. IN addition, provide hands on focused implementation in selected classrooms in grades 1-5 on the use of web based and digital media technologies, smart board use and for publishing and presentation for integration with specific content for each lead teacher.

Literacy coach full time to work with grade teams during literacy meetings to look at student work, teacher practice and curriculum (tasks) and in class application via demonstration, co teaching & collaborative planning to **improve alignment of teaching objective with student outcome.**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New teachers are mentored via the coach weekly and it embedded in the prep schedule. Each teacher has a teacher that they work closely for the first 2 weeks 1:1 in learning routines, transitions and teaching methodology practiced in the school. Inter visitation to view colleagues implementing curriculum and teacher practice. In addition, weekly grade meetings support new teachers to work in a collaborative team to plan lessons and look at student data. Each week, Assistant Principals coach into the classroom for additional support and or provide written feedback.

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.

September- Curriculum Night and make public the schools goal. We have a translation unit to allow parents to hear simultaneous translation. In addition, documents were translated in the majority of our Second language is Spanish. Parents that speak other languages than Spanish and English were given school documents in oral translation. Whenever possible we provide NYC DOE translated documents found in NYC DOE website. We meet with parents during Parent teacher Conferences and Parent Association monthly meetings.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

As per ATS- 15 children are classified as STH.

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

Identification of students via parent notification to Pupil Accounting Secretary. Title 1 social worker contact shelter and makes contact with social worker in residence to ensure communication of location and well being; tracking of attendance/ tardiness/ on time pick up for family stabilization; tracking of transportation needs; tracking of performance; supply families with school supplies; ask if they need help with clothing and any other supplies. Social worker provides intervention individual and group sessions. In addition, if needed social worker collaborates with TH social worker and / or Children First Network Liaison to assist family.

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. / I.S. 54					
District:	10	DBN:	10X054	School		321000010054

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	18	18	18		90.3	91.4	90.1
Kindergarten	116	98	101				
Grade 1	92	88	90	Student Stability - % of Enrollment:			
Grade 2	105	90	93	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	80	86	79		91.9	91.3	90.5
Grade 4	58	61	70				
Grade 5	44	52	59	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		86.8	82.4	85.1
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		15	39	45
Grade 12	0	0	0				
Ungraded	0	1	3	Recent Immigrants - Total Number:			
Total	513	494	513	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					11	12	7

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	48	58	65	Principal Suspensions	6	3	4
# in Collaborative Team Teaching (CTT) Classes	0	0	10	Superintendent Suspensions	9	10	3
Number all others	47	40	49				

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	12	0	TBD	Number of Teachers	41	38	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	14	9
# receiving ESL services only	119	127	TBD				
# ELLs with IEPs	4	34	TBD	Number of Educational Paraprofessionals	3	3	8

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	94.7
				% more than 2 years teaching in this school	68.3	84.2	81.6
				% more than 5 years teaching anywhere	43.9	57.9	60.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	76.0	84.2
American Indian or Alaska Native	0.6	0.4	0.6	% core classes taught by "highly qualified" teachers	92.3	91.3	97.9
Black or African American	23.6	25.1	27.9				
Hispanic or Latino	70.2	68.2	68.0				
Asian or Native Hawaiian/Other Pacific	2.9	2.4	2.1				
White	2.1	2.8	1.4				
Male	52.2	48.8	45.6				
Female	47.8	51.2	54.4				

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

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	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	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	-	-				
Limited English Proficient	X	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				NR	
Overall Score:	31.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	21.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

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 Maria Quail	District 10	School Number 054	School Name Fordham-Bedford Acad
Principal Maribelle Nuñez Pardo		Assistant Principal María Leatherwood	
Coach Yuderquis Santos		Coach NA	
Teacher/Subject Area Maria Porretto/Grade 5		Guidance Counselor Ms. Pagan, Special Needs CSW	
Teacher/Subject Area Amy Stevenson/Grade 4 ESL		Parent TBA	
Teacher/Subject Area JulietLutherESLSpecialist		Parent Coordinator Carmen Alemán	
Related Service Provider YvetteGalarza		Other type here	
Network Leader Maria Quail		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	2
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	515	Total Number of ELLs	152	ELLs as Share of Total Student Population (%)	29.51%
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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. Students are registered throughout the year. The bulk of English Language Learners (ELLs) are registered between late Spring of the prior year and early Fall for the school year, for Kindergarten. Other students are registered on an on-going basis, also more often in the Fall, but also throughout the school year. Identification is done by the English as a Second Language (ESL) Specialist. The ESL Specialist is certified as a K-12 TESOL and a K-6 CB with Bilingual Extension ELL teacher.

Several people are trained to be involved in the process. The HLIS is provided to parents during registration. The HLIS form is provided to family members in the language in which they need it, and assistance from an interpreter is provided should one be necessary. Should interpretation be necessary, several staff members can interpret in languages including Spanish, Pulaar and French. The ESL Specialist or other ESL teachers answer questions about the HLIS and conduct interviews in the parent orientation process for any parent who wishes to have information about programs, once students are identified.

Sometimes the ESL Specialist is able to be present to interview the family, however, if not, the first step for the identification process is the receipt of the Home Language Identification Survey (HLIS), by the ESL Specialist, from office personnel. Once the HLIS is received the ESL Specialist picks up and interviews the child in English and in Spanish, if Spanish is the home language. Every effort is made to locate a speaker of the native language if the student is a speaker of a native language other than Spanish. Options for developing a more accurate understanding of the child's language experiences are: 1) to speak to the family through an interpreter (community-based or over the phone from the Translation and Interpretation Unit (T&I Unit)) or 2) speak to the family in English. We do whatever might be the most feasible case in the interest of the child and within the time limits of the mandate for initial identification testing. After interview, if students appear to be speakers of a language other than English and likely to be in need of an ELL program to acquire English, the LAB-R is administered to determine entitlement. If a student is a Spanish speaker, the student also takes the Spanish LAB if the results of the LAB-R show he or she is entitled to ESL.

After identification, students are initially placed in our program according to grade level. Since we have only one program for General Education and Special Needs Inclusion students, ESL, the only variation in placement involves whether or not there is a Self-Contained ESL class or a Push-In/Pull-Out ESL program on the grade level. It is not usually the case that we can offer both programs on a single grade level, but sometimes, due to high registers in a grade, causing the Self-Contained program to go over the capacity, both programs may be open. We fill the Self-Contained ESL class to capacity prior to placing students in Push-In/Pull-Out ESL program because we must have the mandated number of ELLs to keep a class open, and because research asserts that Self-Contained ESL program models are superior in quality to Push-In/Pull-Out models. This year, the school has been able to expand the number of Self-Contained ESL classes to four, increased by two from the previous year. There is also a Bilingual Special Needs class in the school, into which students who are ELL and who have Special Needs are placed, by the Committee on Special Education.

Once students are placed, their oracy, reading and writing are assessed in the classroom, using the mandated tools, such as DRA in English and in Spanish, and supplemented by other information gathered using ELL designed rubrics, and informal notes to augment the interpretation of the tools for native speakers of English. All speakers of native languages other than English, which are low incidence, and for whom there are no published tools or for whom there is no written form of the language, are assessed to the best of the school's ability to do so. Oracy is assessed using teacher observation and rubrics; feedback is provided from the ESL Specialist to classroom teachers about performance on the LAB-R and the previous year's NYSESLAT.

The NYSESLAT administration is coordinated by the ESL Specialist and supported by the School Testing Coordinator. It is administered at the end of the Spring to assess progress in all ELL students, as per state policy. Recently proficient students are not assessed by the NYSESLAT, but do have ELL accommodations on state tests for two more years and placement in Self-Contained programs for one to two years more following their Proficient score attainment, in order to support their continued growth in the second language. This is done only where feasible, as identified ELL students' right to an ELL program takes precedence over students who have attained English proficiency.

2. Spring 2010 we began a new structure during kindergarten pre registration. All parents that pre registered during NYC timeline were invited by mail and followed up with phone calls to invite all parents that had another language in HLIS. We pre screened all children on their oral language responses to visual and oral prompts and recorded their answers in the language they responded. Based on HLIS responses, parents met the ESL teacher to discuss the options they would be interested transitional, dual language or ESL only as

Kindergarten can reflect the majority of parental choice. We expect to continue this practice to get better plan for the coming school year. In September, when the majority of students register, 2 ESL teachers met with every parent, based on HLIS, during the 2 weeks of September. Once mid September and school starts and teachers must teach their mandated students, the pupil accounting secretary ensures ESL teacher receives all HLIS forms and contact parents and follows the procedures below.

Following the completion of Fall identification and later in the year on an individual basis for later registrants, all students tested on the LAB-R receive a letter reporting their scores to their families. These letters are translated into the languages the parents speak in all possible cases, and parent contacts are made by phone or in person with those for whom no written language exists. The letter is accompanied by an invitation to Parent Orientation, also translated, for students found entitled to ELL services. The invitation informs parents of sessions of Parent Orientation in their language group, for which they may sign up. These sessions are conducted by the ESL Specialist, Ms. Luther, certified in both Bilingual Education and ESOL, and two other teachers, both certified in ESOL, as needed. These teachers are Ms. Jiménez and Ms. Stevenson. The ESL Specialist trains the other teachers, both of whom are ESL teachers as well. The ESL Specialist or teacher in charge of a given Orientation, presents the information together with the Parent Coordinator, who assists in outreach, encourages attendance, attends the meetings and facilitates the dialogue. The other ESL teachers engaged to do Orientations, are usually so designated when their language proficiencies may be called for, or where the additional support is necessary so that the ESL Specialist can perform other duties. Translation is provided by either the teachers in charge, by a community member who attends with the family member at Orientation or by over-the-phone translation. Parents and families are informed in the invitation to Orientation, that they are entitled to translation services. Materials are provided in the family languages, and where the languages are not written, oral translation is provided.

An additional measure taken for this school year has been to offer, in June of the previous year and in September registration, opportunities for families of possible ELL students to attend Orientation, although these families cannot identify a choice until their children are tested. This has been done to attempt to assure greater returns on Parent Program Choice selection forms. In the Fall, once the students have enrolled, the parent is asked to make the program choice in writing.

Using oral presentation, written materials, such as the brochure issued by the NYCDOE Office of English Language Learners (OELL), and DVD provided to schools by OELL, parents are introduced to some basic ideas in second language acquisition (SLA), bilingualism and the relationship these have to school learning. In this process parents are offered a chance to make a more informed choice of programs, learn about transfer options and be informed about their child's rights. Dual Language (late-exit, developmental, additive forms of Bilingual Education) are explained as the most effective form of second language development program, followed by an explanation of Transitional Bilingual Education (early-exit, subtractive, Bilingual Education) and of English as a Second Language (also a subtractive form of second language development program). The presentation informs parents about how the late-exit, developmental and additive variety is the most effective in supporting L2 acquisition, while subtractive forms are less effective. The role of the native language is discussed as a tool for the acquisition of L2 and for learning content and creating better cultural connection opportunities, than monolingual approaches. Parents and families are shown how the native language is allocated in each program type. They also obtain the phone numbers of critical support personnel and ask general questions about the school and learn how they can participate in the child's school experience. Parents and families are asked to rank their choices in order of preference. Letters are generated to report results within a week of LAB-R for the individual. Parent Orientation is organized to occur as soon as most students are registered in order to see family members in groups, so Orientation occurs in the first 6 weeks of school in the Fall. Orientations continue to be carried out throughout the Fall to try to offer as many opportunities as needed for families and parents of new students and to include those registered after the previous Spring and present Fall registration periods.

3. Letters to inform families of the LAB-R and LAB test results are written and distributed to the classroom teacher by the ESL Specialist. Classroom teachers then distribute the forms to parents, if students are very young, or allow the student to take the form home. The Parent Coordinator is advised of the distribution of those forms and she helps to make contact with parents by phone along with the ESL Specialist, to encourage attendance at Parent Orientation. Parents and families choosing programs not available, due to insufficient numbers choosing the program are provided with a list of nearby schools, and their contact information where they may explore their options. Parents who do not choose a program by responding to the letter are still much more numerous than those who do choose a program through the formal orientation process. This has been an historical problem for the school, in obtaining evidence in writing for program choice.

While we do understand that Transitional Bilingual Education (TBE) is the default program, if families do not choose programs through the formal process, it is important to state that when we have in fact have had a TBE program in the past several years, parents have flooded our main office during the first days of school to demand their children be placed elsewhere, by-passing the orientation process. In these experiences, parents were emphatic and insistent to such a degree that the ESL Specialist, Principal and other staff could not convince many of them to wait until orientation to make an informed decision. The popularity of TBE program decreased each year

among our families, however this was less seen in data collected from informed choice making by families, and much more in evidence through choices made in this informal manner, which staff were compelled to honor. The rate of responses to the orientation invitation is still low.

At present, there is no TBE program in which to place students whose parents do not return forms. The only bilingual program we have is a Special Needs class into which students were enrolled by the CSE. Since there is only one class in Kindergarten where most of the choices are made, and it is multilingual, the act of reverting to a default TBE program in response to a lack of program choice returns by parents would dismantle the ESL Self-Contained program on that grade, and deprive those speaking the low incidence languages from a better quality ESL program, and generate an angry response from many parents of Spanish speaking ELLs who will then make program choices for ESL in a less favorable environment for educational dialogue between parents and ourselves. We know our community as one which has historically chosen ESL over TBE. A conversion of the ESL Self-Contained program to a TBE program, due to a lack of response to paperwork will only erode trust between our ELL parents and ourselves and destroy any chance of engaging in constructive dialogue. Parent Orientation forms are not the only forms for which we have low returns. This year, a plan to address this problem is in place and it is the following: at Parent-Teacher conference, all families who have not yet responded to letters, nor have accepted the 4 invitations for Orientations held so far, will receive the program choice form and an invitation to make an appointment for Orientation, with the report card. Following this, a telephone campaign will be carried out, in which the Parent Coordinator will call every parent whose form is not returned within the week following conferences. Appointments for parents and families to attend Orientation will be made for anyone wanting to choose a program with the benefit of Orientation.

Observations we have made in conversation with family members at different points of contact in the past, include that many families have regarded our Self-Contained ESL program as "the bilingual class" and make other remarks showing that there are parents and family members who are still unclear about the distinction between the two approaches to educating ELLs. What has changed in the current year is that we now find more of the families understand what the language of instruction is in the Self-Contained ESL program, than in the past. This may be due to the work done by the Principal, Assistant Principal, ESL Specialist and other teachers to clarify this aspect in person and by phone, and through other initiatives, such as through communication systems and professional development. This communication with families has been a conscious effort, which has been done in tandem with educating the staff about the distinctions between program types and models, and the effort to train office staff so that they do not provide advice about programs.

We are still hopeful that we can see a return of bilingual approaches to the school. New initiatives to improve family understandings of programs and language needs in school are now in place. To accomplish family education there is the Principal's family education program about how to support the ELL student in literacy, which includes education about the role of the native language. To encourage choice returns, a telephone campaign coordinated between the ESL Specialist, and the Family Worker, to encourage parents and family members to return a choice in writing and/or to accept an appointment for Orientation to resolve the questions they have. This crucial family involvement issue was a matter of study in order to find a solution last year for this year. These initiatives are a part of the solution. The matter will continue to be studied as we see the results of how families respond to the initiatives. It is especially important if in the future we might open a Dual Language program, a goal we have had for some years. This year's LAP committee will continue to study the issue of family perceptions about language education and the relationship this has to staff and teacher perceptions within the school, and vice versa, to improve the rate of informed decision making by families and by extension improve instruction and outcomes for ELLs through greater family participation.

4. Students are placed in the only program available, ESL, if they are found entitled during the identification process. Students are placed in the Self-Contained ESL program as the default program on the grade, until this program is full, and then, if registration of ELL students goes beyond the Self-Contained ESL class capacity, the students go into ESL Push-In/Pull-Out program. Repeated attempts in the past several years, to place students in TBE as the default program, have been vociferously rejected by so many parents that we have been unable to recruit students for a TBE program in sufficient numbers to meet the requirements of the ASPIRA consent decree to open new TBE classes. It has also been true that parents have voiced opposition to ESL, and at times (though very infrequently) ask that their children be removed from ESL. Usually, in the conversation, they express doubt about the findings of the LAB-R, believing that their children are English proficient. In the conversation, it is often discovered that this belief arises because the parent measures the child's English proficiency relative to their own English proficiency and inaccurately perceives the child as very advanced in English, due to this subjective comparison; at times, their children had English-only pre-K and families believe the child to have had "enough" English to be placed as native speakers, without ESL; in addition, as in the case of some African parents, they may believe that because their country's national language is English, the child's "first language" is English, however, in these cases, the home language of the child is other than English, and whatever English the child may know in Kindergarten is not usually reflective of native-like English proficiency. For older children in this latter category, the case is more variable, due to English language schooling. This pattern of misperceptions among families has occurred even among families whose children score in the beginner category of LAB-R raw score. We try, at the point of

contact, to begin the conversation about second language acquisition and in any case inform the parents that we cannot legally (or ethically) remove a child from ESL. Most of the time this is sufficient, and occasionally, the conversation results in a class transfer between Self-Contained and Push-In/Pull-Out models. This trend is now diminishing, and may be the result of improved efforts to educate staff in the school about program distinctions and language of instruction, so that the messages, in communication with families are becoming more consistent and more accurate.

The ESL Specialist, Ms. Luther is proficient in Spanish and English, as is the Principal, Ms. Nuñez-Pardo, the Literacy Coach, Ms. Santos, the Parent Coordinator, Ms. Alemán and one of the Social Workers, Ms. Pagán. An additional ESL teacher, Ms. Jiménez is now on the team in the school and also speaks English and Spanish and assists with family contacts during registration. The main person responsible for dialogue with families regarding placement and orientation is the ESL Specialist. The ESL Specialist converses individually with parents and family members in both English and Spanish and for families whose languages are other than Spanish, provides for conversation using the Translation and Interpretation services over the phone or a community based translator, with the exception of translation needs for families speaking French or Pular, in which case she engages the help of the ESL teacher in the school, Ms. Stevenson, who speaks those languages. In cases where contact might be made with the office, the Principal, or one of the other aforementioned bilingual personnel may assist the parent in discussion of placement, in a similar manner to that of the ESL Specialist.

5. A survey of trends for the past five years reveals that program selection, whether by formal or informal process (question 4), by families, and whether influenced by language perceptions or issues of quality, or both, has been overwhelmingly in favor of English as a Second Language programs. In the past, too few forms are actually signed and returned for numbers to be an accurate manner of collecting evidence of the parent program preferences. This year, at present, the number of signed parent program choice forms collected is 16, which is double that of last year. The forms indicate ESL, except for some of the parents who have students in the bilingual Special Needs class, whose responses were for bilingual models. It is hoped that the current campaigns described in the previous response, will increase returns and that, by the end of November of this year, there will be a choice letter for each family. As also mentioned above, parents have, for several years in a row, rejected TBE during the first week of school by coming into the office and demanding their children be placed in English-only programs. This has historically occurred, prior to any chance to offer orientation, and when orientation is offered at that moment, it is usually refused. After the program placement has been honored in this way, few parents attend the orientation and even fewer return forms. However, in the past 5 years, verbal requests for English-only programs have been consistent and overwhelmingly most popular among parents.

Explanations for the family choice making have been somewhat elaborated above and can be summarized as choices based on misconceptions about language teaching and learning and, as we have discovered, miscommunication and misconceptions about language teaching and learning from amongst various sectors in our staff. A related factor is a relatively low level of educational attainment on the part of many of the parents of ELLs in the school, and the lack of language education for professionals in the school in the past, a need now being rectified, since last year, 09-10 through professional development.

Program quality has been another serious factor in discussing trends in program selection. While family perceptions are based on personal beliefs about language and learning, it is also the case that the TBE program, when it existed, was, in its last years, failing to adhere to sound researched principles and practices. For families, the issue of a quality program and quality teaching practices undoubtedly influenced their choices, as well. Last year, the school found it had a unique opportunity to rebuild its programs, with a goal toward implementing a quality bilingual program, because personnel changes allowed for a fresh start in addressing ESL and bilingual methodology in order to re-establish a future bilingual program based on sound research, with a staff which is clear about the rationale behind their practices. This is currently the case even more so this year, as more ESL teachers have been hired and because these teachers are coming into a culture of schooling which is specifically building on how to capitalize on the use of the native language, through the 25% of allocated time in ESL. This is coupled with the professional development of teacher and staff knowledge about how the native language assists students acquiring L2, in learning and language acquisition. This process is recognized as a multi-faceted process, requiring the study and implementation of improved SLA and BE methods by ELL staff, engagement and education about SLA and BE methods among ELL family members, and the establishment of a knowledge base among a broader base of teachers and staff, prior to planning the re-introduction of a bilingual program. It is our opinion that we must regain trust among families of ELLs and take responsibility to find ways to engage them, which will change their views of language education. Further we must convince them of the effects of a quality BE program, by showing what quality instruction in such programs is comprised of, through improved practice and commitment in the school. This means we have to begin with showing, through practice and data, how the native language improves educational outcomes in the school.

6. Models offered reflect family choices. While this is true, these choices are influenced by factors such as misperceptions about language acquisition and learning and parental beliefs. Steps are underway to improve the rate of informed choices through specific

targeted study of the problem, and to create a new bilingual model, as this becomes possible in the future. Through our LAP Subcommittee, in existence since last year, incorporating new members of the ELL staff, with specific charge to improve certain areas concerning ELL schooling, and the data inquiry focus on the instructional needs of ELLs, it is hoped that PS 54 will be able to improve overall staff and family knowledge about ELL program models and instruction, through improvement to professional development and engagement of families in workshops, than past efforts have accomplished. Prior obstacles included high levels of theoretical mismatch among teachers teaching in some of our classes, including both TBE and ESL program models, and the persistence of beliefs, which contradict sound SLA and BE research, among both staff and families. These are the issues which will continue to be addressed this year by our LAP Subcommittee.

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>	13													13
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	14	31		14	13									72
Push-In			36	11	5	15								67
Total	27	31	36	25	18	15	0	152						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	152	Newcomers (ELLs receiving service 0-3 years)	116
SIFE	2	ELLs receiving service 4-6 years	30
		Special Education	44
		Long-Term (completed 6 years)	6

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	13		13							13
Dual Language						0				0
ESL	103	2	22	30	0	8	6	0	2	139
Total	116	2	35	30	0	8	6	0	2	152

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	13													13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	13	0	13											

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	0	0	0	0	0	0	0	0	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:
Native American:	White (Non-Hispanic/Latino):
	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	14	27	32	23	16	15								127
Chinese														0
Russian														0
Bengali				1	1									2
Urdu														0
Arabic				1										1
Haitian														0
French		2												2
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other		2	3		1									6
TOTAL	14	31	36	25	18	15	0	139						

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.

a. Two ESL Models are in place. One is a Self-Contained ESL Program. The other is Push-In/Pull Out. One bilingual model is in place for Special Needs Kindergarten. The Self-Contained ESL program currently consists of four teachers on four grades: Kindergarten, First Grade, Third Grade and Fourth Grade. All other students are served by the Push-In/Pull-Out ESL teacher and the bilingual Special Needs class is served by a Bilingually certified teacher. More students are in Push-In ESL this year, than last because of class grouping. For those remaining in Pull-Out, factors impacting whether students will have Push-In or Pull-Out ESL services include: Number of students to be served, distribution of ELL students to be served across grades in various classrooms making the time requirements for each impossible to meet unless they are pulled out; too little physical space to provide students with Push-In (e.g. to see some students in their classrooms, while pulling others from their classes into one of the classrooms on the grade so that all can be served at once) highly diverse needs for students who have Special Needs and are ELLs who, due to those needs are placed in different Special Needs classrooms, limitations on group numbers for students with Special Needs. At this moment, due to these factors, there is no feasible way to create a Push-In model for a minority of ESL students. Push-In is used for three classes: a Special Needs Grade 3 class of 12 students, a Grade One Self-Contained Class of 20 identified ELL students in need of an ESL teacher and a Grade Two Self-Contained Class of 29 identified ELL students in need of an ESL teacher. Students in special needs 3rd, 4th and 5th grades and in General Education 5th Grade are served in Pull-Out ESL. The vast majority of students K-3 require 360 minutes a week of ESL due to their assessments on the NYSESLAT as Beginner and Intermediate level students. They are provided this time by the self-contained program (K, 1, 3, 4) teachers for all instruction, minus content areas provided outside Literacy, Math and Social Studies, and by Push-In program (Grade 1 and 2) teachers in classrooms, by the full time ESL teacher who will push in eight times a week (45 minute periods), and the other students in grades 3-5, outside these classrooms, will be seen for Pull-Out instruction in ESL according to their mandated time, by the full time ESL teacher in programs created in concert with one another to provide 360 minutes per week to those students at Beginning and Intermediate levels, as assessed by the NYSESLAT, and 180 minutes of ESL to students at the Advanced level. Students who are Advanced will receive English Language Arts instruction from their classroom teachers. Group Size in Kindergarten and Grade 1 is 20 and Third and Fourth Grade is 30 students per class. Group size in the Push-In class is 20 or 30, depending on the grade level, or as per the students' Special Needs classification. Pull-Out varies according to grade, needs and special education mandates. Students with Special Needs are in groups of no more than 5; a grade four-five student group is a large group of 17 students. See attached teacher schedules.

b. Students are placed heterogeneously in Self-Contained ESL. Kindergarten students in Self-Contained vary from non-speakers of English, to students just a point below the cut score on the LAB-R. The teacher differentiates instruction to provide for ESL according to the students' assessment data. In Self-Contained Third Grade ESL, the students' assessments also vary, from Newcomer to Newly Proficient and non-ELL. The majority of the children are ELL students. The teacher differentiates the ESL instruction to meet their needs and provides for non-ELL student instruction through differentiation as well. In the one Push-In class, all the students, except one, are in the same grade; most students are Beginners and Intermediates, with no Advanced ELLs. Instruction is differentiated by the classroom teacher, and the ESL teacher, according to ESL needs for students at Beginning and Intermediate levels and other information such as their literacy and special needs data. Students in Pull-Out programs are grouped according to many sources of data, which inform teachers about their specific needs. Groups may be heterogeneous or homogeneous based on needs assessment. Groups vary in size depending on whether or not the mandates state they must be 5 or less, or upon the number of students in the grade. However, composition of some groups, in some cases, is

created among students in different grades, or in other cases, may be of students in the same grade. This variation is necessary to address the needs of long term ELL students who are too mature to be placed according to their functional grade level, and in other cases to address students with data showing they have similar learning needs even though they may come from different grades or settings. In all cases, the closest data match for the student is sought and differentiation is used to group and provide instruction in whichever of the group types they participate.

2.

a) Teachers in all models are required to publish their schedules, and to explain to supervisors how they account for the minutes required for ESL and ELA, and to show evidence of the use of differentiation techniques to provide for the ESL needs (and ELA needs, in the case of Self-Contained classes) of the students for whom they are responsible. They must also explain how they use the native language to support learning, and when this occurs. Since all of our students are in ESL, the use of the Native Language is provided up to 25% of the time, depending upon student needs. There is no formal time for native language use as the classes all contain students representing multiple languages. However, as is indicated by student data showing needs, which includes informal and formal assessment data, the teacher may use the native language for such purposes as oral language support for literacy or content areas, for comprehension of tasks or of literature, social and other communicative purposes, for cultural affirmation and for other reasons. Students who have acquired literacy in another language who are newly arrived may write in their native languages. Teachers may sing songs, recite poems or do chants in languages other than English as represented by the children. Teachers use multiple languages in environmental signs in their rooms for communication in some cases, and in others, for cultural and linguistic affirmation. Many of the children learn to greet each other in their respective languages and to say things they think are important in the languages spoken by classmates. The teachers are not all proficient in all of the languages spoken in the school. Presently, students speak Spanish, French, Pular, Yoruba, Mandingo, Djehanke, Vietnamese, Bengali, Urdu, Garifuna, Albanian, and Arabic. Teachers do their best to support those they can, eliciting from students what the students may know in their home languages, but practices do vary among teachers and child knowledge of their own native language across grades. The Kindergarten bilingual special education class was 75% native language (reading aloud, readers workshop,phonics, shared reading,writing, and social studies) and 25% in ESL in mathematics and science (special ed cluster). However as October 29,2010 the teacher resigned from NYCDOE and the class has become monolingual with ESL for 6 students and alternate placement for 6 students.

3.

Content areas in PS 54 consist of Math, Social Studies, Science, Art, and Physical Education. Math and Social Studies classes are all provided by Self-Contained ESL, General Education and Special Needs classroom teachers. Science is provided by both classroom teachers and by a cluster teacher. Art is provided by a cluster teacher and many classroom teachers incorporate art into their daily activities. Physical Education is provided by two cluster teachers. The Push-In ESL teacher may provide content area instruction in the case that this instruction may be occurring when the Push-In teacher is scheduled to go to that class. The Pull-Out teachers use Social Studies in a Content Based ESL Approach to teaching ESL, using various methods for comprehensible input and support for output. Among methods teachers may use are the Natural Language “approach”, Total Physical Response, Language Experience, and the Direct Method.

Language and Content objectives are used in planning ESL lessons. Language acquisition and learning strategies are used by ESL teachers and in grades 3-5, students learn about strategies they may make use of to acquire language or learn in the second language. The use of multiple modalities for teaching language and content is encouraged and modeled to improve teaching through learning styles, particularly for, but not limited to, students who are ELLs with Special Needs. ESL teachers scaffold lessons orally and in written form to assist students at different L2 stages and levels. Classroom libraires are equip with appropriate ESL literature and students who speak Spanish and also have the ability to read and write in Spanish can borrow books from the Spanish language libraries. Students in upper grades who arrive in the school with literacy in Spanish are supported to use L1 for writing, as a bridge for learning writing process as they acquire writing abilities in English. These choices depend on many factors, including student needs data showing where each student’s greatest needs may be. Apart from the ESL teachers, all other teachers have training and certification in their license areas and learn about differentiation on a general basis in their teacher education pre-service experience and how to differentiate in their in-service experience, through professional development and self-study. The school leadership provides professional development in a wide variety of ESL methods and techniques to help teachers make their own decisions about how to make content comprehensible for ELLs in their rooms. No one method or technique is endorsed as there are many learning circumstances calling for flexibility in use of ESL methods or techniques. Teachers vary in what they know they can use: some examples of what teachers use are: visual aides and drama, direct instruction or explicitly modeled language, TPR, scaffolding of language and tasks, cooperative learning, and native language support if possible. Scaffolding of various kinds, has been an emphasis in professional development by school leadership, and as such, it is an expectation in classroom instruction.

4

a) SIFE: There are currently two students enrolled identified with interrupted formal education. Both students are Spanish speaking and in the fourth grade. One does not read or write in Spanish and the other writes on a first grade level in Spanish. The teacher has had several experiences in teaching students with interrupted formal education here in the past. This teacher’s differentiation for this student will

emphasize development of second language literacy in the students. Specific, data driven plans of action will be developed for each. The student will receive all other instruction from this experienced ESL teacher.

b) Newcomers (0-3 years): All programs have newcomers. In some cases they are newly arrived from their countries and in others they are receiving ESL for the first time, but they are native born children. Newcomers are served mainly through specific data-driven differentiated instruction.

c) ELLs with 4-6 years: Students in the 4-6 year category are also served through specific data-driven differentiated instruction, with increased attention paid to academic language development and the development of strategies for acquiring English in academic tasks and settings. Students use their literacy skills to learn content in L2 and receive support with graphic organizers, through strategy-training, and with scaffolding designed for their needs.

d) LTELLs: There are six LTELLs in different settings. Four are in General Education. These students' needs are highly variable and require individualized plans. They are orally proficient, and also read at grade level, but perform poorly in class and on tests. Family involvement is important to their success as are the use of strategies to reach the Long Term ELL, such as allowing for those students to create closer links between themselves and their schoolwork. This approach involves contracting with the student, gaining trust and providing scaffolded instruction for the plan agreed to between the teacher and the student. Two of the LTELLs are also students with Special Needs and are served according to their IEPs, and their other assessment data. These LTELL students have data showing they have improved in the past year, in literacy so that each is about one grade level behind in literacy; characteristics include attentional and emotional disabilities. These LTELL students with Special Needs whose literacy is below grade level will see an ESL Pull-Out teacher and this teacher will use a program integrating their instruction with other ELL students with similar literacy development needs, in an inclusion-like model. They will be grouped with other students according to age and grade to be served in an inclusion model to continue to develop literacy and content area competencies.

e) ELLs with Special Needs: As mentioned earlier, ELLs with Special Needs are in a wide variety of settings and will be served according to their IEPs and other assessment data. One class will receive Push-In instruction, driven by this information for planning the instruction and the rest of the students in this category will be grouped using IEP and other data for Pull-Out instruction. The type of instruction provided will depend on the language, special needs and literacy needs primarily, from the data, and will be informed by the data collected on learning needs for content.

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.



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. ELL Students w/ Special Needs have the greatest achievement gap and these students have widely varying descriptions and needs. Targeted interventions for those w/ poorly developed literacy is provided w/ instruction using an intervention program for the development of basic literacy skills in the second language, by an ESL teacher. Targeted interventions include a variety of approaches depending the data. Students needing vocabulary development have action plans addressing this through age-appropriate/L2 stage appropriate methods, chosen by the teacher. The same is true for students needing focus on fluency or on reading comprehension, or in an area of writing, such as the ability to compose focused writing on a topic or to compose writing whose structure is improved. ESL teachers use data to select approaches and measures to improve the students' outcomes in targeted areas.

6. Newly English proficient students in the past two years automatically remain in the ESL program, unless data and teacher recommendation suggests otherwise, or program cannot accommodate them, due to lack of space. Newly proficient students continue to

receive ELL testing accommodations. Their former ELL status is considered in planning instruction and used as part of the interpretation of their progress data.

7. The school is rebuilding its Self-Contained ESL program through professional development and additional credentialing of present staff. Newly hired ESL staff are part of a new ELL team. A major professional development focus on ELLs targets improvement of methods and reshaping of current programs. It is hoped Self-Contained ESL will be sustainable and that it will grow into a Dual Language model. The LAP Subcommittee is challenged to improve second language instruction and related beliefs among community members inside and outside of school, through professional development and family education.

8. TBE was discontinued two years ago, when the last of our TBE classes was phased out, due to parent/family choice.

9. An after school provider will implement a program which is open to all students receiving free or reduced-price lunch, (nearly all students). This program will offer services to all students regardless of ELL status. A Title III program will be implemented by PS 54. This program will provide support to ELLs through a family literacy focus. The program will enrich education for ELL students and families, through family involvement strategies. Parents will choose the program they prefer.

Future programs are contingent on federal grants and these will include enrichment, test prep and non-Title I programs. ELL students are able to choose from among the same programs others may choose.

10. Most classrooms have listening centers and materials for listening. All have access to laptop computers. Audio-visual materials and equipment for teaching through stories and audio-visual games for learning are also available. Two teachers have been trained in and now use Smart Boards and other computer technology installed in their rooms, and this includes the ELL Special Needs Alternate Placement class of 12 students. Software for audio-visual games and story-telling are available in the technology room, for teachers to check out for use in classes.

11. Teachers use the languages in which they are proficient orally and provide materials, such as books, if available. Some native language resources are available for listening centers and in software. Most of these are Spanish language resources. Environmental print support, bilingual student resources and literacy support in L1 is provided in languages in which it is possible. For students whose L1 is Spanish and who arrive in the US with literacy skills, teachers encourage them to read and write in the native language.

12. Yes.

13. Teachers who receive new arrivals, whether native born or recent immigrants to Kindergarten classes carry out activities to acquaint all children with the building, its staff and routines. Dialogue with families occurs as family members stay with the children on morning times during the first week and identification services are carried out with feedback to the teacher to begin to get to know the children. Older students are assisted by their classroom teachers in concert with the ESL Specialist as well, as identification occurs. Usually this involves phone and in person contact with families. Another support to the child is the parent orientation because families are able to gain insight into the child's first experiences and we share information with them that helps them support their children in school. Other kinds of support are individualized, depending on the child's adjustment, setting and teacher, family needs. Not many of our students are newly arrived in grades above K, which makes this articulation more individual, rather than a set of activities carried out by several students at once.

14. No language electives are currently offered at PS 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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Mandated professional development for all ELL staff and teachers of General and Special Education, Assistant Principals, Related Services and Support Staff will include the following topics to be presented and studied:

- Stages of SLA
- Relationship of stages to NYSESLAT assessment
- Basic methods which can be used to make instruction, social interaction and content comprehensible for ELLs at particular SLA stages
- The role and the effects of the use of the native language in the instruction of ELLs.

These topics will be addressed on mandated professional development days, and once monthly grade meetings.

2. Registration team- Secretaries, parent coordinator, IEP team, social workers, and school aides meet with the ESL teacher in charge of registration to discuss translation services, proper procedures working with families of different languages, structures in place to ensure accuracy of information. In addition, parent coordinator has attended Office of Parent Engagement trainings the last 7 years.

Additional professional development for the teachers of ELLs is planned as follows and may occur during mandated and non-mandated times:

- Kindergarten ELL teacher will build on her own practical knowledge of teaching strategies for making content comprehensible. Specific areas targeted include the increased use of realia and visuals, and the development of skills for teaching in culturally inclusive ways for students from multiple language groups and understanding of how to support students' need for a low Affective Filter.
- Professional development for all teachers of ELLs with Special needs in the assessment and targeted learning support for ELL students with Special Needs. Teachers will broaden their knowledge about how to assess and teach students using specific information from student IEPs as well as the student ELL specific data and implement this in her teaching.
- The ESL Self-Contained third grade classroom teacher will explore specific ways in which native language use may benefit students in multilingual ESL settings through study of students in her environment.
- The ESL Specialist will explore ways to improve all program models through improved family and school personnel dialogue, and improvement to instruction through collegial sharing and professional development goal-setting.
- All teachers of ELLs will study ways to improve specific aspects of their own practices and share these with staff to improve staff knowledge about the teaching of ELL students, through Data Inquiry.

Dr. Mercuri, Heineman consultant, works with principal, assistant principals, ELL teachers, literacy coach on research strategies for ELL students- how to modify the grade wide curriculum for ELL students to give them the same access. Teachers will apply their learning via lesson planning and measure student responses to the strategy. Application of one strategy multiple times

- Voluntary participation in the LAP Subcommittee will be encouraged for selected ELL teachers and for specific members of the staff who have proven records of interest in the improvement of instruction for ELLs.

2. As students transition to middle school, we make an effort to match our ELLs with programs, which allow for continuance of the services in which they are participating. We also take particular interest in helping to place students who are SIFE by meeting with parents, explaining the SIFE program models and making contact with schools with such programs to encourage early contact between the families and the schools to improve students' chances of being enrolled in such programs.

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

The minimum 7.5 hours of training is accomplished through mandated in-house professional development provided by Ms Luther, ESL teacher and there is one ESL teacher per grade that turn keys learning from their work with ESL consultant data inquiry during grade meetings. Agendas & signatures are the documents.

Mandated professional development for all ELL staff and teachers of General and Special Education, Related Services and Support Staff will include the following topics to be presented and studied:

- Stages of SLA
- Relationship of stages to NYSESLAT assessment
- Basic methods which can be used to make instruction, social interaction and content comprehensible for ELLs at particular SLA stages
- The role and the effects of the use of the native language in the instruction of ELLs.

These topics are addressed on mandated professional development days, and once monthly grade meetings. A first meeting was held in July for several teachers.

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. We refer to "Parent Involvement" as "Family involvement", in order to include the many family members and guardians who are the caregivers of our students, in the many situations in which they find themselves, both for the Non-ELL and ELL population. Our Parent Coordinator has rightly encouraged this term, because our community has found this a friendlier term to describe those who take responsibility for the children's learning and other needs.

Family involvement takes a number of forms. We have family members who volunteer regularly in classrooms-these are usually not family members of ELL students, although they may be linguistically similar family members to those who might have children who are ELLs. This has a mutually beneficial effect on the school and the community, providing a family liaison to classroom activities, demystifying what happens in the classroom and of course the volunteer supports the teaching. Volunteerism is probably related to the volunteer's English proficiency, among other factors and to cultural comfort with the role of classroom volunteer. On a shorter term basis, we do have parents and family members of ELL students who may volunteer to participate in specific activities related to the teaching of their children, or to their child's classes. Some teachers do reach out to parents and families, especially for culturally enriching activities. This is also mutually beneficial to both parent and school, providing for a closer relationship between family members and the teacher and for classroom cultural enrichment through contact between diverse families and students. Family members accompany classes on trips, to the extent they are available during the day, mainly for chaperoning, however, parents and family members often admit they go because it is a chance to see things they might not normally see or experience. Both family members of ELL and non-ELL students attend classroom events and help on field trips. Families of all kinds of students attend Curriculum Night, although family members of ELL students are not as high in attendance, as are family members of Non-ELL students. Curriculum Night is an important opportunity to meet the teacher and get to know the curriculum. PS 54 has to do a better job at translating invitations and providing assurances of multilingual support to attract ELL families. Workshop attendance is probably the area where the fewest family members of ELL students attend. Translation is always offered, but few ELL families attend. The reasons for this will be investigated this year. The exception to this trend, which we have found over the years, is when we offer ESL to the adult family members. When we have had adult ESL programs, we also have tended to be able to meet more often with parents and family members of ELL students over other topics related to their children's education. In the past, we have also looked for family members or parents and guardians of ELL students who are able to serve as liaisons to others in their language groups to help those family members feel better supported by the school and to be better informed about their children's progress. Families in general are invited to regular, monthly assembly programs, which have become more popular over the years, attended by both ELL and non-ELL family members. These are generally for the sake of celebrating class presentations of plays, music, dance or other enrichment or integral activities from their classroom life. Encouragement of all families to participate is enhanced by information that translation is available.

2. Not at this time.

3. Generally, data is gathered informally, during meetings and conversations at the point of contact. New ways to gather better data will be explored this year, in particular in relation to the ELL parents and families. A survey is planned.

4. Workshops on education topics have not been as popular as the formation of ESL classes for adults (which requires the building to be open at night and on Saturdays to accommodate parent/family member schedules) and clubs, mainly drawing women who do not go out to work, to do such activities involving their skills, like knitting, sewing and embroidery. This year, a workshop on literacy to engage families in helping ELL students in literacy has been a new, popular, option.

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)	19	24	12	9	3	3								70
Intermediate(I)	3	7	10	9	1	5								35
Advanced (A)	5	0	14	7	14	7								47
Total	27	31	36	25	18	15	0	0	0	0	0	0	0	152

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	19	2	2	0	2	3							
	I	3	14	5	5	0	0							
	A	5	9	24	13	9	9							
	P		1	3	5	6	3							
READING/ WRITING	B	19	20	11	8	2	1							
	I	3	6	11	9	1	5							
	A	5	0	10	6	13	7							
	P		0	2	3	1	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0		1
4	5	6	3		14
5	2	11	0		13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1		0		0		3
4	0		10		2		1		13
5	3		9		1		0		13
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		8		4		0		13
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4	1	1		5				11
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA	1		1	
NYSAA Mathematics	1		1	
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. English Language Learners are assessed using DRA in English and in some cases, DRA in Spanish as either 1) a substitute for the English version, or 2) a supplement to the English version. The decision to replace or substitute is made as follows:

- o Students who are new arrivals with evidence of established fundamentals in print knowledge and reading are assessed using both versions of DRA. These students, if they demonstrate they have established print knowledge and strategies, are assumed to be able to perform at some level in an English DRA, so they are given the English DRA as well, from the beginning of the school year.
- o Students who are new arrivals with evidence of little print knowledge or reading ability in the native language are assessed in Spanish DRA until they have been in school for a few months. This means the first administration of the DRA assumes students do not have sufficient print knowledge or reading strategies to be able to transfer them to English to demonstrate any ability in English reading. The following administrations of the DRA then include both languages to begin to evaluate whether or not students have made progress in print knowledge and reading strategies through teaching in L2.
- o Students who are provided with native language literacy support in the ESL program, because they arrived with sufficient literacy skills to be able to take advantage of them for learning purposes, also have a DRA measure in Spanish as well as in English, even after they are no longer new to the country.

DRA evidence correlates to the Reading and Writing NYSESLAT data for most students, at least in terms of providing a general confirmation of the students' Reading and Writing English proficiency relationship to reading development. DRA reading levels do not necessarily correlate to the overall proficiency level. Usually, if the student shows he or she has an Intermediate score in Reading and Writing on the NYSESLAT, the DRA may reveal some of the reflection of this in the level the student attains on the DRA and then the DRA provides additional detail to reveal the student learning needs. In fourth grade DRA levels indicate the following:

- o Lowest performing students according to the DRA in English received scores between 8-28 and are at below transitional and transitional stages. Students in the Below Transitional category include: two of the students were migrants who had been through 3 schools in 3 states in the 4 years prior to entrance in PS 54, showing poor performance due in part to factors related to inconsistent schooling and program participation, among other factors affecting students who migrate from one state to another frequently; these students were able to progress little in the year they attended school in PS 54; One student was a newcomer in the same year the DRA was given and showed a satisfactory level of progress according to what would be expected from a newly arrived student in the US less than a calendar year, with previously established literacy in L1 (DRA level 34); One student has special needs and has historically struggled to acquire literacy, perhaps due to his Speech and Language learning disability—this student progressed from a 14 to a 28 on the DRA, which shows he made good progress; the

- o For Transitional students, all areas of Comprehension are nearly evenly indicated to be in need of improvement.
 - o Students performing at the Extending stage according to the DRA in English received scores between 38-40 and are comprised of 2 LTELLs, 3 students who have been held over at least once and one student with learning disabilities. With the exception of the student with learning disabilities, all should have achieved these levels prior to the present time and all are still students in need of great support, according to classroom documentation of their literacy behaviors, interest, and interactions.
 - o For Extending students, with the possible exceptions of Literal comprehension and Reflection, most students need to strengthen all remaining areas of the comprehension strand. The same students need focus on fluency as well, in all strands. Lastly, for the two LTELLs and one of the ELL students held over previously, Self-Assessment and Wide Reading are both in need of improvement.
 - o Students performing at the Intermediate stage are few in number (3) and are comprised of students who have consistently attended PS 54 since at least the first grade.
 - o For Intermediate students it is more difficult to generalize because their next steps are varied: one needs to improve Prediction, another Interpretation, and another, Fluency. A key fact emerging in their data is that they are all strong in Self-Assessment and in Wide Reading.
 - o Students who are performing at the Advanced Intermediate stage are also few in number (2) and are students whose background knowledge and print experiences on arrival in the US were somewhat above average compared to the general trends among our students. They are no longer in this school.
2. NYSESLAT trends reveal that students in PS 54 move from Beginner to Advanced in 3-5 years' time. Listening and Speaking also follows this pattern and Reading and Writing does, to a lesser degree. None of this is surprising, given what is known about second language acquisition. The school receives Newcomers at every grade level and has a large number of students with Special Needs; Data for these students influence the following year's quantitative data, so it is important to us to create profiles of students when we study how to improve learning for them, so that we can explain the trends in detail.
3. Listening and Speaking scores and Reading and Writing scores allow us to see which areas of focus need more emphasis. For students found to have already achieved Advanced and Proficient scores in Speaking and Listening (many of the Grade 1 & 2), those skills can be capitalized on to advance literacy skills. For students whose Listening and Speaking abilities are in lower proficiency levels, these students will benefit from more attention to these skills both for their own sake (communicative) and in the service of literacy development. For students whose Listening and Speaking scores and Reading and Writing Scores are both strong, they should be working in both modalities toward academic proficiency to improve chances of proficient scores on the NYSESLAT and performance in the classroom at proficient, native-like levels. Students whose proficiency levels in all modalities are poor must receive instruction which attends to all those needs.
4. NA [Students do not take exams in the native language in sufficient numbers to make comparisons; PS 54 declined to adopt the ELL Periodic assessments]
5. NA [No DL programs]
6. Success for ELL programs is evaluated through a variety of data sources, including standardized exams in both language and learning, classroom assessment results and student work, teacher observations and family
 Paste response to questions 1-6 here

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 REVISIONS

2. NYSESLAT trends reveal that students in PS 54 move from Beginner to Advanced in 3-5 years' time. Listening and Speaking also follows this pattern and Reading and Writing does, to a lesser degree. None of this is surprising, given what is known about second language acquisition. The school receives Newcomers at every grade level and has a large number of students with Special Needs; Data for these students influence the following year's quantitative data, so it is important to us to create profiles of students when we study how to improve learning for them, so that we can explain the trends in detail.

3. Listening and Speaking scores and Reading and Writing scores allow us to see which areas of focus need more emphasis in instructional decision-making. For students found to have already achieved Advanced and Proficient scores in Speaking and Listening (many of the Grade 1 & 2), those skills can be capitalized on to advance literacy skills. For example, one approach which is promoted is to utilize students' communicative skills within strategies which will enhance writing output, such as turn and talk or partner interviews. Another use of

Additional Information

communicative skills is in the employment of the Think Aloud to develop metacognition for reading development. For students whose Listening and Speaking abilities are in lower proficiency levels, these students will benefit from more attention to these skills both for their own sake (communicative) and in the service of literacy development. For students whose Listening and Speaking scores and Reading and Writing Scores are both strong, they should be working in both modalities toward academic proficiency to improve chances of proficient scores on the NYSESLAT and performance in the classroom at proficient, native-like levels. Students whose proficiency levels in all modalities are poor must receive instruction which attends to all those needs.

4. PS 54 Currently has only one program, ESL. The following analysis relates to outcomes from this program.

a) Modality Analysis: Trends in Listening and Speaking from the modality analysis show that there is a steady rise through proficiency levels as grades increase. This pattern is steady across all starting points. In Reading and Writing, patterns are more variable. Students beginning in K at the Beginner level tend to remain in the Beginner category in grade one. The same stability of level from K to grade 1 is also true for students beginning in the Intermediate and Advanced levels. While the reduction in the number of Beginners is dramatic from K to grade 1, and movement in oral language from higher levels up toward higher levels is also rapid, the same is not true of L2 proficiency movement in literacy. By grade two, movement from the Beginner category reduces the size of the Beginner category by 80% in oral language proficiency; correspondingly, movement in the Advanced category from K to grade 2 increases 5 fold. From grade 3 to 5, scores level off and any increases are not as rapid. In reading and writing, the same is true.

Assessments in English: ELL students taking the ELA in the third grade last year were half the number of the non-ELL third grade students who also took the ELA. Percentage of ELL students scoring at level 3 was 29, with no students scoring at level 4, while 7% of non-ELL students scored at level 4 and 24% at level 3. In the same grade level, the percentage of ELL students scoring at level 1 was twice that of non-ELL students at the same level. While a larger proportion of the ELL student population scores in the level 1 than level 2 and a larger proportion of non-ELL students scores at level 2 than at level 1, combined percentages of level 1 and 2 for each population shows that 71% of ELL students and 69% of non-ELL students scored below level 3, indicating there may be a similarity of factors influencing literacy development before grade 3. While L2 acquisition may explain differential performance between the groups, as it likely does for students scoring at or above level 3, the high percentage of students below level 3 in both ELL and non-ELL categories is probably indicative of a need to explore ways to address literacy skills, experiences, and language development for both populations in lower grades. This is especially important given that far more of PS 54's ELL students have been native born in the past few years, and have begun Kindergarten with some exposure to English. While exposure to English may appear to be an advantage, a limiting factor is the tendency for these students to begin schooling with mixed dominance, rather than strong communicative dominance in the L1. This is reflected on LAB-R and also on Spanish LAB scores. LAB-R scores are most often Beginner equivalents, rather than Intermediate equivalent scores, and Spanish LAB scores for Kindergarten reflect very little literacy knowledge. Vocabulary and structure aspects of the test also show a tendency for lower L1 developmental level in native born students than for immigrant students in K and grade 1. Research shows these students do not do as well as students with strong L1 development on school entrance, without native language development opportunities in school. Implications are that a strengthening of literacy and language development in L2 through second language strategies and targeted native language support may improve these students chances at better overall test performance by grade 3.

Grade 4 trends drastically worsen as only 6% of ELL students score at level 3 and none at level 4. All others fall below level 3. The test difficulty is one factor which explains the difference. The total number of ELL students who took the test is less than half the number of non-ELL test takers, also making the score comparison more difficult without statistical analysis to control for that difference. However, it is still the case that there is a higher low performance rate among ELL students who took the test. The 4 students scoring at level 1 include ELL students in the fourth grade who had IEPs (2), who are still with PS 54, and migratory SIFE (2) who are not any longer in the school. The overall grade performance outcome for this subgroup would also have to exclude these individual scores in order to fully understand the implications. Most revealing is the overwhelming number of students scoring at level 2. There are 3 whose scores might be influenced by factors related to learning and social issues: 2 students who were twice retained, and 1 with an IEP, leaving 8 students who potentially could perform at level 3 or better, if those scores are removed from the total of 11 scorers in the score set. These students have all been in PS 54 since Kindergarten, without interruption. Their major area of need and probably, based on the literature, a large factor in their low performance on the grade 4 ELA is academic language, according to other assessment data collected this year. Given slow growth in both oral language and reading and writing as students reach higher grade levels, as seen on the NYSESLAT, both modalities must be targeted for academic language growth.

The total number of fifth grade students who took the ELA last year was 10, while the total of non-ELL students was more than 3 times that number. Only 20% of students scored at level 3, none at level 4 among ELLs, while 39% of non-ELLs scored at level 3 and 6% at level 4. However, due to the large difference in the total number of students who took the test in each category (ELL/Non-ELL), a comparison is of little value without statistical means of controlling for that differential, as the individual differences among the 10 students are more prominent when this difference exists. Of the 10 students, 6 scored at level 1. Of those 6, 4 were students with IEPs in more restricted

Additional Information

settings. The other 2 students can be described as typical in cognitive development. Of the two who scored at level 2, both were students with IEPs who participated in inclusion classes. The last two were typically developing students who scored at level 3. Since a total of 6 out of 10 students in this data set have learning disabilities of variable types, those student characteristics have a larger influence than the scores of typical ELL students on the overall performance percentage. Any implications would be much more specific for each of the students. None of these students is in PS 54 any longer and in addition, the ELL student population in the fifth grade this year is very different. In addition to keeping most of the fourth grade from last year, there are now a group of newcomers. Planning for instruction for these students will incorporate strategies to address academic language development for the students who have come up from the fourth grade. Newcomers will receive instruction in L1 and L2. Two of these students will take the ELA this year, due to their enrollment and identification as ELL students in grade 1 in NYC, in spite of the fact that, since then they have lived in Dominican Republic. However, their needs are largely the same as the other newcomers who have no prior exposure to English, as neither has developed to more than the Emergent Stage in English. Comparisons of students with IEPs who are ELL and Non-ELL in grade three is too problematic and not useful to seek implications, except on the basis of individual analysis, as there are 19 students with IEPs among non-ELL students, but only 5 with IEPs who are ELL. In grade 4 the

Part VI: LAP Assurances

in individual students.

Content Area Tests: Third grade ELL students took the Math assessment in English. Only two students used side-by-side exam translations or

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		