



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** SAMUEL C BARNES ELEMENTARY SCHOOL – PS 54

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 13K054

**PRINCIPAL:** LORNA KHAN \_\_\_\_\_ **EMAIL:** LKHAN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** BARBARA FREEMAN

02-23-2012

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lorna Khan	*Principal or Designee	
Dorene Christmas	*UFT Chapter Leader or Designee	
Regina Plowden	*PA/PTA President or Designated Co-President	
Catherine Cadle	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	
Natasha Richmond	Member/Parent	
Irma Marius	Member/Parent	
Melissa Estrado	Member/Parent	
Yvette Gilyard	Member/Parent	
Simone Hampton	Member/Teacher	
Thomas Eccles	Member/Teacher	

## Annual Goal # 1 and Action Plan

### Annual Goal # 1

By June 2012, students in grades 3-5 will demonstrate progress towards achieving state standards in ELA as measured by 3% increase in scoring at or above level 3 on the New York State ELA tests.

### Comprehensive Needs Assessment

A comprehensive needs assessment of performance of students in grades 3-5 from 2009 through 2010 show a decrease in the number of level 3 and level 4 students. However, the data also shows that the number of level 1 and level 2 students have increased. In 2008-2009 there were overall 61% at or above grade level, 7% students scoring at level 1 and 32% scoring at level 2. The 2009-2010 overall there were 34% at or above level 3, 19% level 1 and 47% level 2 students, which was a decrease of 27% overall and 12% and 15% increase in both levels. In the same year the data also showed that 40% of level 3, 19% grade 4 and 35% grade 5 students were at or above grade level. In 2010-2011 overall there were 33% at or above level 3 overall, 20% level 1 and 46% level 2, which showed a 1% decrease at that level and increase of 1% and 11% at levels 1 and 2 respectively.

Analysis of the data also revealed that students are still struggling in the area of vocabulary and comprehension including making inference, decoding of non-fiction text and locating evidence to support a central idea. Results of the 2009-2010 and 2010-2011 progress reports also indicate the need to increase the number of students who are performing at or above state level.

### Instructional Strategies/Activities

- Increase students reading of non-fiction text to build stamina
- Monitor students reading by using reading logs in school and home
- Expose students to complex texts and its academic vocabulary
- Provide small group instruction with a focus on strategies used to dissect, comprehend and synthesize informational texts
- Individualized instruction through Acuity
- Small group guided work and strategy lessons to provide target strategies for struggling students
- Inquiry work that is targeted to support the lowest one third students in grades 3-5 with long and short term goals
- Increased support from Teacher's College Reading And Writing Project
- Professional development for teachers on CCSS
- Revamp libraries to include more informational texts
- Revise units of study to meet needs of students and provide targeted instruction
- Weekly common planning for teachers to analyze data across grades and develop next steps
- Grade level study groups to analyze students' progress and benchmark assessment
- Use and analyze CCSS tasks and create instructional strategies to strengthen comprehension of informational texts

- Monthly grade conferences to review students' progress and determine next steps
- CARE team would meet weekly to address social-emotional needs of students to increase their ability to meet academic expectations

### **Strategies to Increase Parental Involvement**

- Conduct parent orientation in September 2011 to review expectations for students to meet New York State Standards in ELA
- Send out survey for parents to gather information on what they need to support students at home
- Introduce "Parents' Guide to Student Success" to school community, during open school in November 2011
- Parent Coordinator will assist in developing survey and assist with workshops around State Standards
- Engage parents in hands activities to support students during independent reading to build stamina and increase comprehension at Parents as Reading Partners scheduled for October 7, 2011, December, 7, 2011, January 20, 2012 and May 25. Parents will also be invited to attend Literacy night where teachers would demonstrate how to create an environment that supports students to increase stamina and comprehension on December 13, 2011 and March 15, 2012
- Work closely with the PTA to engage parents in informational sessions to support their needs as parents during PTA meetings and events sponsored by the PTA

### **Strategies for Attracting Highly Qualified Teacher (HQT)**

- When there is a vacancy resumes will be collected through job fairs and referrals
- Work closely with HR and CFN for quality teachers
- High-quality and ongoing professional development for teachers, principals, paraprofessionals and other staff to enable all children in the School wide Program to meet CCSS academic standards

### **Service and Program Coordination**

- Administrators, grade leaders and team leaders would collaborate to provide on-going evaluation to determine program needs to students and parents
- Once needs are identified administrators will collaborate with grade leaders and team leaders to determine next steps and provide continuity of services at all levels of instruction
- Parent coordinator would work closely with administrators to address needs of parents
- CARE team would meet weekly to address teachers and parental concerns of students with behavioral problems that affect students' academic progress to make necessary referral for services in and out of school

### **Budget and Resources alignment**

- Title I SWP, Title II supplemental, Title III LEP, Tax Levy FSF would be used to provide teacher salary
- Title III LEP also used to provide per session after school to support ELLS

- Title III also used to provide per diem for teachers to attend professional development out of school
- Title II LEP used to support trips for students to engage in hands on learning activities and on site programs
- Title I SWP used to provide professional development with Teachers College for teachers and students
- Title I Translation SWP to pay per session for translation of parent documents

## **Annual Goal # 2 and Action Plan**

### **Annual Goal # 2**

By June 2012, African American students will demonstrate progress towards achieving state standards as measured by a 3% increase in the group's scoring at or above level 3 on the New York State Mathematics assessment.

### **Comprehensive Needs Assessment**

A comprehensive analysis of the data of this group has shown an increase in the number of level 1 and 2 students from 2009- 2011 and a decrease in the number of level 3 and level 4 students during the same period. The third grade population exhibits the largest decrease of students performing on or above grade level. The 2009-2010 data revealed that overall 35% black students scored at or above level compared to 30% in 2010-2011 a 5% decrease. The results in 2009-2010 for grades 3, 4 and 5 are as follows: 35%, 24% and 35% respectively. In 2010-2011, results for grades 3, 4 and 5 were as follows: 18%, 43% and 33% respectively, which indicate a big drop for grade 3 of 17% an increase for grade 4 of 19% and a decrease in grade 5 of 2%. These figures are significant for students in this subgroup who are at risk for not achieving at middle school. A further analysis of the data revealed that students showed weakness in number sense in particular estimation, fractions, multiplication facts and problem solving. We believe that this can be attributed to a deficit in students' ability in effectively communicating their solutions and mathematical thinking when solving a problem.

### **Instructional Strategies/Activities**

- Align the Every Day math units to the CCSS
- Expose students to mathematics vocabulary usage and understanding
- Pre and post assessments to provide targeted instruction following analysis of data
- Provide small group instruction through guided work and strategy lessons
- Individualized instruction through Acuity and math centers
- Increased support from Aussie Staff Developers to align units and performance tasks
- Increased support for mathematics instruction through CFN for example Understanding Math workshop

- Create teacher teams to increase the analysis of performance assessments tasks
- Professional development for teachers on CCSS provided through the CFN teams
- Review and revise math units and curriculum maps to support students' learning needs
- Weekly common planning for teachers to collaborate around instruction, assessment and analysis of student's needs
- Monthly grade planning with administration to address students' progress towards meeting goals set for individual students
- Bi-monthly meetings with lab site teams and Barbara Lewis to address aligning mathematics curriculum with CC performance assessment tasks
- Grade level study groups to analyze CCSS tasks and create instructional strategies to meet student deficits

### **Strategies to Increase Parental Involvement**

- Meeting with parents in September 2011 during parent orientation to discuss expectations for success in mathematics for all students
- Create a survey to address needs of parents to support home links in mathematics
- Introduce "Parents' Guide to Student Success" to school community during open school on November 15, 2011
- Parent Coordinator will work with administrators to support parents during workshops and address individual needs
- Involve parents in community school with hands on experiences around mathematics state standards during Parents as Math Partners on October 7, 2011, November 9, 2011, January 20, 2012, and April 27, 2012. Administration and teachers will also engage parents in activities around CCSS performance assessment tasks at two additional workshops on December 13, 2011 and March 15, 2012 and the PS 54 Math and Science Fair in May 24 and 25, 2012

### **Strategies for Attracting Highly Qualified Teacher (HQT)**

- When there is a vacancy resumes will be collected through job fairs and referrals
- Work closely with HR and CFN
- High-quality and ongoing professional development for teachers, principals, paraprofessionals and other staff to enable all children in the School wide Program to meet CCSS academic standards

### **Service and Program Coordination**

- Administrators, grade leaders and team leaders would collaborate to provide on-going evaluation to determine program needs to students and parents
- Once needs are identified administrators will collaborate with grade leaders and team leaders to determine next steps and provide continuity of services at all levels of instruction
- Parent coordinator would work closely with administrators to address needs of parents
- CARE team would meet weekly to address teachers and parental concerns of students with behavioral problems that affect

students' academic progress to make necessary referral for services in and out of school.

**Budget and Resources alignment**

- Title I SWP, Title II Supplemental, Title III LEP, Tax Levy CFN, Tax Levy FSF would be used to provide teacher salary
- Title III LEP also used to provide per session after school to support ELLS
- Title III also used to provide per diem for teachers to attend professional development out of school
- Title II LEP used to support trips for students to engage in hands on learning activities and on site programs
- Title I SWP used to provide professional development with Aussie for teachers and students
- Title I Translation SWP to pay per session to translate documents for parents

**Annual Goal # 3 and Action Plan**

**Annual Goal # 3**

By June 2012, 75% of teachers will be involved in inquiry work around the CCSS in ELA and Mathematics, as evidenced by professional development sessions, revision of curriculum maps, revision of units of study and samples of student work.

**Comprehensive Needs Assessment**

The CCSS in ELA and Math is a new initiative by the City and State thus requiring teachers to engage students with CCSS tasks. The 75% of teachers who will be involved in this inquiry work represent all classroom teachers in grades in K – 5. While there is a presence of grade wide and school wide inquiry teams, there is a lack of cohesive focus. We will ensure that every teacher is involved in CCSS based inquiry work through the usage of performance based tasks. Teachers will work together to develop and assess performance based tasks. They will analyze scoring trends and use these trends to develop instructional strategies.

Teachers are familiar with the NYS standards and must now familiarize themselves with the CCSS. Each teacher should have extensive knowledge of their grade's learning standards as well as the learning standards for the previous grade their students come from and the grade they are preparing their students for. Teachers will also develop their ability to recognize standards based work through their involvement with the inquiry team.

An evaluation of the taught curriculum in math indicates that several mathematical topics are not addressed by the standards and therefore should not be included in unit planning. We will utilize CCSS performance based tasks to asses and instruct students. Teachers will work together by grade to analyze trends and develop instructional strategies.

An evaluation of the taught curriculum in ELA indicates minimal instruction in regards to informational texts. Students will receive

an increased amount of instruction in content rich non-fiction and informational texts. Teachers will utilize CCSS performance based tasks to instruct and assess students.

Teachers will receive professional development on the CCSS and proper usage of performance based tasks. Teachers will also revise curriculum maps and units of study to ensure that all CCSS are addressed in both ELA and math.

### **Instructional Strategies/Activities**

- Familiarize teachers with the CCSS through professional development
- Assess students using CCSS performance based tasks
- Incorporate CCSS and CCSS performance based tasks into curriculum maps and units of study
- Weekly common planning for teachers
- Grade level study groups to analyze CCSS tasks and create instructional strategies to meet student deficits
- Track data online using inquiry space
- Increased support from Teacher's College, Aussie and CFN 612 staff developers

### **Strategies to Increase Parental Involvement**

- Introduce sample CCSS performance based tasks to parents during information session
- Introduce "Parents' Guide to Student Success" to school community
- Select time frame to meet with parents and introduce guide with accountable talk
- Parent Coordinator will distribute guide to parents
- Invite parents into school to witness standards based instruction and student work during Parents as Math Mornings, and the PS 54 Math and Science Fair on April 24, 2012

### **Strategies for Attracting Highly Qualified Teacher (HQT)**

- When there is a vacancy resumes will be collected through job fairs and referrals
- Work closely with HR and ISC
- High-quality and ongoing professional development for teachers, principals, paraprofessionals and other staff to enable all children in the School wide Program to meet CCSS academic standards

### **Service and Program Coordination**

- Administrators, grade leaders and data specialist will collaborate to support teachers with the CCSS inquiry work.
- Use program resources to help participating children meet CCSS
- Ensure that planning for students served under this program is incorporated into existing school planning
- Provide in-house CCSS professional development

### **Budget and Resources alignment**

- Title I SWP, 10% for professional development
- Title I Translation SWP to pay per session to translate documents for parents
- DYO assessment to pay subs
- ARRA RTT City wide instructional expectations to support per diem and per session

## **Annual Goal # 4 and Action Plan**

### **Annual Goal # 4**

By June 2012, school-wide attendance will increase by 1% over last year's attendance, using attendance incentive programs, public announcements, daily and monthly award tokens, and school messenger and teacher follow-ups.

### **Comprehensive Needs Assessment**

A significant number of students have attendance issues which affect academic performance. These students either arrive late on a regular basis or are frequently absent from school. This impacts their learning in word study, reading, and morning routines. Data from 2010-2011 showed an improvement from the previous year but failed to reach the citywide target of 95%. We will use an attendance incentive program in order to improve attendance, including School Messengers, daily, weekly and monthly attendance banners.

Students receiving perfect attendance for the will be acknowledged via a school-wide announcement and receive a special attendance pin. The class that has the best attendance for the year will receive a "mystery trip." Teachers and attendance committee will follow up on with students who have a history or absences or latenesses.

### **Instructional Strategies/Activities**

- Establish attendance committee
- Revise attendance plan
- Involve students in morning activities such as – basketball, mighty milers, oratorical contest and tutoring
- Use early morning activities, such as spelling of the community word of the week, to attract student participation and interest
- Celebrate classes with 100% attendance
- Recognition of 100% attendance for class through posting of an attendance banner
- Recognition of 100% attendance for student by receiving of special attendance pin
- Recognition of 100% attendance for student through awards including parent award
- Follow up on students absent from school with phone call home
- Use school messenger to call in absence and lateness, update parents

### **Strategies to Increase Parental Involvement**

- Recognize students with 100% attendance
- Acknowledge parents when students receive 100% attendance
- Increase opportunities for parents to participate in school community
- Awards ceremony for students with 100% attendance
- Thank you letters and awards for parents whose students have 100% attendance
- Parent basketball team, parent vs. student team and end of year competition
- Male morning, Parent volunteers and Learning Leaders

### **Strategies for Attracting Highly Qualified Teacher (HQT)**

- When there is a vacancy resumes will be collected through job fairs and referrals
- Work closely with HR and ISC
- High-quality and ongoing professional development for teachers, principals, paraprofessionals and other staff to enable all children in the School wide Program to meet CCSS academic standards

### **Service and Program Coordination**

- This attendance initiative will be supported by administrators, teachers, Guidance Counselor, Pupil Accounting Secretary, Family Worker and parents
- Use program resources to help participating children meet attendance requirements

### **Budget and Resources alignment**

- Title I Translation SWP to pay per session to translate documents for parents
- Tax Levy for school messenger
- Tax Levy FSF for salaries
- Title II A supplemental

## **Annual Goal # 5 and Action Plan**

### **Annual Goal # 5**

By June 2012, the school will engage parents in a minimum of three workshops around the CCSS in Mathematics and ELA, and a series of interactive activities, as evidenced by workshop agendas, sign-in sheets, flyers, and hand-outs.

### **Comprehensive Needs Assessment**

The CCSS is a new initiative from the City and State thus requiring parents to receive adequate information in order to support students. With the information that will be provided to parents we believe they will gain an understanding of grade wide learning expectations. They will also gain exposure to standards based work through activities they will engage in around the CCSS performance based tasks.

### **Instructional Strategies/Activities**

- Parent Orientation to new CCSS expectations scheduled on September 15, 2011
- Introduce sample CCSS performance based tasks to parents during information sessions scheduled on November 15, 2011, December 13, 2011 and March 15, 2012
- Introduce “Parents’ Guide to Student Success” to school community scheduled on November 15, 2011
- Invite parents into school to witness standards based instruction and student work during Parents as Literacy and Math Partners days scheduled on September 16, 2011, October 7, 2011, November 9, 2011, December 7, 2011, January 20, 2012, March 16, 2012, April 27, 2012 and May 25, 2012 and the PS 54 Math and Science Fair on April 24, 2012

### **Strategies to Increase Parental Involvement**

- Conduct survey to identify parents’ interest and needs
- Translate all flyers and letters in the dominant language
- Create and distribute flyers advertising CCSS workshops for parents
- Post flyers for CCSS workshops at entrance of school
- Post CCSS workshop information in outside sign
- Parent Coordinator will distribute CCSS standards guide to parents
- Send home samples of CCSS performance based tasks for parents to examine
- Send home reminders for upcoming workshops
- Announce workshop dates during morning meetings in school yard or lunchroom and via the School Messenger as well as E Chalk

### **Strategies for Attracting Highly Qualified Teacher (HQT)**

- When there is a vacancy resumes will be collected through job fairs and referrals
- Work closely with HR and ISC
- High-quality and ongoing professional development for teachers, principals, paraprofessionals and other staff to enable all children in the School wide Program to meet CCSS academic standards

**Service and Program Coordination**

- Administrators, Parent Coordinator and PTA executive board will work collaboratively to engage parents and increase parental involvement

**Budget and Resources alignment**

- Title I SWP for parent involvement
- Title I Translation SWP to pay per session to translate documents for parents
- Title III LEP to support per session, materials, PD and resources for ELL parents
- Tax Levy Parent Coordinator for Parent Coordinator salary
- Tax Levy Parent Coordinator OTPS for supplies



On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Reading recovery daily with at risk first graders.</li> <li>• Small group instruction using Wilson, Award Reading and guided reading.</li> <li>• Inquiry teams target lowest third of student population by grade and provide additional support.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• All level 1 and 2 students receive small group instruction during math workshop daily as well as during intervention at least once per week.</li> <li>• Inquiry teams target lowest third of student population by grade and provide additional support.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Science cluster teacher meets with Level 1 and 2 students during the course of each unit to provide additional support toward the understanding of content in each unit.</li> <li>• Test prep is mandated for all level 1 and 2 students in grade 4.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>• Individualized and small group is provided during the school day for 30 minutes twice weekly.</li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>• Individualized and small group is provided during the school day for 30 minutes twice weekly.</li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<ul style="list-style-type: none"> <li>• Individualized and small group is provided during the school day for 30 minutes once weekly.</li> </ul>
<b>At-risk Health-related Services</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

**S**amuel C. Barnes Elementary School  
195 Sanford Street  
Brooklyn, New York  
(718) 834 6752

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Lorna Khan, Principal

Roxanne James, Assistant Principal

### **Title I Parent Involvement Policy 2011-2012**

**Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Samuel C. Barnes PS 54's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PS 54 will support parents and families of Title I students by:**

- **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
- **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
- **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
- **providing assistance to parents in understanding City, State and Federal standards and assessments;**
- **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**
- **providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;**

**Samuel C. Barnes PS 54's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The PS 54 community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to**

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 54 will:

- **actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;**
- **engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;**
- **ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;**
- **support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;**
- **maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;**
- **conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;**
- **provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;**
- **host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;**
- **schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about**

the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

**Samuel C. Barnes PS 54 will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

#### ***SCHOOL-PARENT COMPACT***

Samuel C. Barnes PS 54, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Margarita Nell/Jose Ruiz</b>	District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>054</b>
School Name <b>Samuel C. Barnes</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Lorna Khan</b>	Assistant Principal <b>Roxanne James</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Elizabeth Vento</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Evangeline Umphery</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>283</b>	Total Number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>10.95%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

1. When a parent registers a new entrant into the English Language School System, the parent fills out the Home Language Identification Survey (HLIS) in their native language. A pedagogue, either Ms. Vento, the ESL teacher or Ms. Cordero, the Bilingual IEP teacher, assists the parent in filling out the form and conducts the informal interview contained on the back of the HLIS. The ESL teacher compares the list of new admits to the collected HLIS to ensure that all students have one filled out. The ESL teacher determines whether new students are eligible for LAB-R testing based on the HLIS and the informal interviews with the parent and the student. Students who have at least one “other” box checked from the first 4 questions and at least two “other” boxes checked from the second 4 questions are eligible for LAB-R testing. All other students are not Limited English Proficient (LEP). A pedagogue with a bilingual extension, Ms. Cordero, the IEP teacher or Ms. Guerra, the Kindergarten Dual Language Teacher with a Bilingual Extension, conducts an informal interview with the student in English and the native language. The ESL teacher administers and hand scores the LAB-R within the first ten days of admittance. The LAB-R memo states the cut-off for levels of proficiency. Students who score at the proficient are not LEP, students who score at beginning, intermediate or advanced are entitled to ELL services. Among the students who are entitled, the Spanish speaking students are assessed with the Spanish LAB, which is administered by Ms. Cordero, the bilingual IEP teacher. This is the entrance process to the ELL programs. Each May, the ESL teacher administers the New York State English as a Second Language Achievement Test. This test measures the progress ELLs have made in their English Language proficiency. Students may exit the program through achieving a proficient score on the NYSESLAT. Scoring at Beginning, Intermediate or Advanced entitles the student to continued services.
2. Students who have scored at beginning, intermediate or advanced level on the LAB-R are entitled to ELL services. Within 2 days of administering and scoring the LAB-R, the ESL teacher sends home to each entitled student an entitlement letter, parent survey, program selection form and program brochure in English and the home language. The parents are invited and encouraged to attend a parent orientation with the ESL teacher and the IEP teacher (bilingual extension). The ESL teacher explains, and the IEP teacher translates into Spanish, the LEP identification process and the three program choices. The parents receive all written material in both English and the native language. They have the opportunity to ask questions and watch the video in their native language. The parents are informed that they have the right to choose Traditional Bilingual Education or Dual Language and that the school is mandated to open a TBE class if the parents of 15 students who share the same home language across two contiguous grades request TBE. If we do not have enough students to open a TBE class, the parents are informed that if they choose TBE or DL (in a grade other than kindergarten or first grade, both of which offer a DL program at the school), they are entitled to a transfer to another school within the district that does offer that service. The parents are informed that they then have a right to refuse the offer of transfer. If parents do not attend the parent orientation, the ESL and IEP teachers call parents at home to solicit a more convenient time for the parent to come into the school. The classroom teacher also speaks to the parent in the morning or at dismissal to inform the parent of the importance of the orientation.
3. The ESL Teacher creates a list of all students who need an entitlement letter and prepares these letters in the home languages of the parents. Templates of these letters are kept in the school and are available on the schools.nyc.gov website. The letters addressed to parents/guardians are then handed to each child and the ESL teacher watches as they put the letters into their backpacks. The classroom teacher is asked to alert the parent of the letter. At the parent orientation, parents are assisted and encouraged to fill out the Survey and Selection Form. Copies of the returned forms are kept on file and the original in the student’s cumulative record. If the form

is not returned, the ESL and IEP teachers call the parent and remind them of the importance of their informed decision in their child's education. The classroom teacher reminds the parent face-to-face in the morning and at dismissal. If the form is still not returned, the default choice is TBE as per CR Part 154.

4. The parents are informed that studies show that students in bilingual programs perform better on standardized testing. Parents are informed that fluency and literacy in the home language accelerates fluency and literacy in the target language, English. If the child scores very low on both the LAB-R and the Spanish LAB, the parents are strongly encouraged to either pursue a bilingual program or to work with their child at home on home language literacy. This is our third consecutive year to offer a Dual Language bilingual program in addition to the Freestanding ESL program. We have kindergarten, first-grade and second grade Spanish DL classrooms. All of the parents of Spanish speaking kindergarteners and newcomer first-graders chose DL. One Spanish-speaking ELL in first grade and 2 Spanish-speaking ELLs in kindergarten are not in the DL Program because they are required to be in a CTT class as per their IEPs. Parents who choose TBE or DL in a grade other than kindergarten or first-grade are provided with a transfer option within the district to a school that offers the desired program. All other students, whose parents do not opt to transfer their child to a school with a bilingual program, are provided with Freestanding ESL services.

5. In 2007, 7 of 7 parents of new entrants to the ELSS chose Freestanding ESL. In 2008, 6 parents chose Freestanding ESL, and 4 chose TBE (2 of which were by default because of not returning the form). In 2009, 3 parents chose Freestanding ESL, 5 chose DL and 1 did not return the form, therefore TBE by default. In 2010, 5 parents chose DL and 3 chose ESL. This school year, 2011, 7 parents chose DL, 1 parent chose ESL, and 1 parent did not return the form, thereby TBE by default. The trend in program choice shows a clear increase in interest in bilingual education. As the DL program expands each year to include another grade, we can expect, according to this trend, more parents to choose a bilingual program each year. We currently have Dual Language kindergarten and grades 1 and 2.

6. The programs at our school are aligned with parent requests. This year, 7 out of 9 parents had their child placed in their first choice of program, one parent, of a Bengali speaking student, chose Dual Language, but there were no transfers in the district to offer her and another parent, who did not return the form, had her child placed in a CTT class as per his IEP.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<b>K</b> * <b>1</b> * <b>2</b> * <b>3</b> * <b>4</b> * <b>5</b> * <b>6</b> ● <b>7</b> ● <b>8</b> ● <b>9</b> ● <b>10</b> ● <b>11</b> ● <b>12</b> ●
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes ●	No *	If yes, indicate language(s):
Dual language program	Yes *	No ●	If yes, indicate language(s): Spanish

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained	0	0	0	0	0	0								0
Push-In	1	1	1	1	1	1								6
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>9</b>						

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	14		1	0	0	0	0	0	0	14
ESL	14		6	3		1	0	0	0	17
<b>Total</b>	<b>28</b>	<b>0</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	5	17	4	12	5	13													14	42
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>5</b>	<b>17</b>	<b>4</b>	<b>12</b>	<b>5</b>	<b>13</b>	<b>0</b>	<b>14</b>	<b>42</b>											

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 10

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 20

Asian: 2

Hispanic/Latino: 34

Native American:     

White (Non-Hispanic/Latino):     

Other:     

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
	Spanish	2	1	1	3	6	1							
Chinese			1											1
Russian														0
Bengali						1								1
Urdu														0
Arabic		1												1
Haitian														0
French														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>0</b>	<b>17</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

a. P.S. 54 has one self-contained Spanish Dual Language (DL) Kindergarten with one Special Education/Early Childhood certified teacher, in the process of obtaining her Bilingual Extension, one Spanish Dual Language First Grade class with a one Multi-Subject certified teacher who is working towards a Bilingual Extension. The Second grade class is taught in English by one teacher, and in Spanish by another Spanish-speaking certified teacher who is working toward his Bilingual extension. The DL Kindergarten, First and Second grade classrooms receive half of their instruction in English and half in Spanish, so that the ELLs will receive the mandated amount of ESL, ELA and NLA. The rest of the ELLs are provided service by the ESL-Certified teacher through a Push-In [Co-Teaching]/Pull-Out

## A. Programming and Scheduling Information

model. Generally, ELLs will receive push-in services in their own classroom or will be pushed into a contiguous grade classroom, during the reading or writing workshop.

b. The ELLs learn in heterogeneous classrooms with a mix of English-only students, former ELLs and ELLs of various proficiency levels during the push-in sessions. When in a pull-out session, ELLs learn in ungraded, heterogeneous group of ELLs. The students will generally be no more than one grade apart. Differentiated small-group instruction is provided based on the beginning-of-the-year assessments as well as ongoing assessments done by the ESL teacher. The teacher also collaborates with the classroom teachers in order to be aware of, and plan for, the needs of the students in their regular classrooms.

2. As per CR Part 154, the ESL teacher provides 360 minutes per week of explicit ESL instruction to Beginner and Intermediate students in the free-standing ESL program, either in their own classrooms or in a contiguous grade classroom. The ESL teacher provides 180 minutes per week of ESL instruction to Advanced students in their own classrooms or a contiguous grade classroom and the classroom teacher provides 180 minutes per week of explicit ELA instruction. Native Language support is provided when appropriate and possible. Students are provided with bilingual glossaries, native language libraries and testing accommodations. In the DL classroom, the classroom teacher provides 360 minutes per week of explicit ESL instruction and 90 Minutes of explicit NLA instruction to Beginner and Intermediate students. The advanced students receive at least 180 minutes of both ELA and ESL per week and at least 45 minutes NLA instruction.

3. The classroom teacher provides instruction in the content areas using ESL methodologies and native language support in both program models. The teachers scaffold the lessons with modeling, visual and dramatized contextual support, Total Physical Response (TPR) and linguistic structure. In the DL language classroom, instruction is split 50/50, so if English is used in the morning, Spanish is spoken in the afternoon. This alternates each day in order to ensure that students receive instruction in both languages for each subject area. In the free-standing ESL program, native language support is provided in the content areas. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

4. How do you ensure that ELLs are evaluated appropriately in their native language?

All Spanish speaking ELLs are administered the Spanish LAB-R within the first several days of their registration. All ELLs have testing accommodations for exams, including translated additions, bilingual word for word glossaries, oral translation for low incidence languages, extended time, and separate location. Translations and glossaries are not permitted for the ELA. Dual Language classroom teachers evaluate all of their students formally and informally in both Spanish and English across all content areas in the classroom. Once our DL classes reach grades 3, 4 and 5, they will be tested with the ELE, El Examen de Lectura in Espanol. The DL teachers in grades k-3 use El Sol to evaluate the students Spanish literacy.

5. How do you differentiate instruction for ELL subgroups?

a. SIFE students are students with interrupted, little or no formal education who are at least 2 academic years behind their age group. We currently have no students who are SIFE. Our plan for future SIFE students is to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.
- Native Language Literacy instruction provided in the extended day intervention
- Encourage student to participate in after school native language literacy program.

## A. Programming and Scheduling Information

- b. When a new student is registered in our school, we provide the following resources to facilitate the transition.
- An informal student orientation
  - Buddy system identifying a similar student in his/her class that will assist during the day
  - An informal assessment is provided to identify possible Academic Intervention programs.
  - Home/ school communication.
  - Native Language Literacy instruction provided in the extended day intervention
  - Encourage student to participate in after school native language literacy program.
  - ELA Exempt ELLs take the periodic assessments so that they can become familiar with the format before they take the official assessment for the first time. These students spend time observing their English proficient peers as a scaffold for producing their own work.
- c. ELLs receiving service for 4 to 6 years are targeted with the following interventions:

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
•Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.	100%	100%	100%
•AIS support, in addition to ESL, during the day to enrich their language and academic skills.	75%	75%	50%
	50%	50%	25%
d. Long term ELLs are ELLs who have been in the program for 4 to 6 years.	25%	25%	25%
•An after school program targeting reading and writing.	100%	100%	100%
•Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.	75%	75%	75%
•AIS support, in addition to ESL, during the day to enrich their language and academic skills.	50%	50%	50%
	25%	25%	25%
6. What instructional strategies and grade level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?	100%	100%	100%
Our policy for ELL-SWD includes:	75%	75%	75%
•Small group and differentiated instruction in the content areas.	50%	50%	50%
	25%	25%	25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			
•Collaboration between the ESL teacher and IEP contact person.			
•Monitoring newcomer and SIFE student for possible special needs status.			
•The delivery of AIS services during and after school as needed			

## B. Programming and Scheduling Information--Continued

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

8. For ELLs with limited Spanish literacy, several opportunities are available for Native Language instruction. ELLs who enter our school in first grade or above without emergent literacy skills in their native language receive NLA during extended day intervention services with a bilingual pedagogue. All Spanish speaking ELLs, especially those who have never attended a Spanish speaking school, are encouraged to attend an after school NLA program. Additionally, ELLs in grades 3-5 are encouraged to participate in after school programs

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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## Courses Taught in Languages Other than English

### 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)?

1. The Dual Language program model is 50%/50%. Spanish and English are used equally for instructional time.
2. The Dual Language Kindergarten, First-Grade and Second-Grade are self-contained; therefore, the EPs and ELLs are together for 100% of the instructional day, including all content areas.
3. Language is separated for instruction by time, with one language being used in the morning and the other in the afternoon. This schedule alternates daily.
4. Our Dual Language Kindergarten, First-Grade and Second-Grade are Self-Contained.
5. Both Dual Language programs use the "rollercoaster" model in the classroom. This means that the teachers alternate the language used from morning to afternoon and from day to day. For example, if on Monday English is used in the morning and Spanish in the afternoon, on Tuesday, Spanish is used in the morning and English in the afternoon and so on. This pattern ensures that students truly get an equal amount of English and Spanish in the various subjects.

### 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. Workshops taken by teachers of ELLs include:
  - Scaffolding in the content areas
  - Achieving Success for ELLs: A Common Understanding of What Works
  - Data Driven Instruction
  - Accessing and using English Language Learner Periodic Assessment Data
  - Differentiation in the classroom
  - In-house Aussies mathematics PDs for both lower and upper grades
  - In-house TC workshops provided by TC staff
  - DL teachers also receive professional development at BETAC
2. ESL and classroom teachers assess students' English language acquisition (using NYSESLAT and NYS ELA) and work with the guidance counselor and parents to meet the needs of students as they transition from our elementary school to their middle school.
3. To ensure the receipt of 7.5 hours of ELL training for all staff who do not have an ESL or Bilingual license, 3 years ago, all staff attended a full-day workshop. All subsequently hired staff were sent to ELL professional development full-day workshops at the Teacher's College Reading and Writing Project (TCRWP). There will also be a PD provided by network leaders for any teachers who have not received the 7.5 hours of ELL training.  
Our in-school and off-site Professional Development program focuses on:
  - the literacy needs of our ELL population within the prescription of the TCRWP.
  - scaffolding instruction for ELLs in Math and Science through the use of manipulatives and experiments.
  - using technology and online resources to make content area instruction more comprehensible for ELLs.
  - Wilson Program for Academic Intervention teachers.

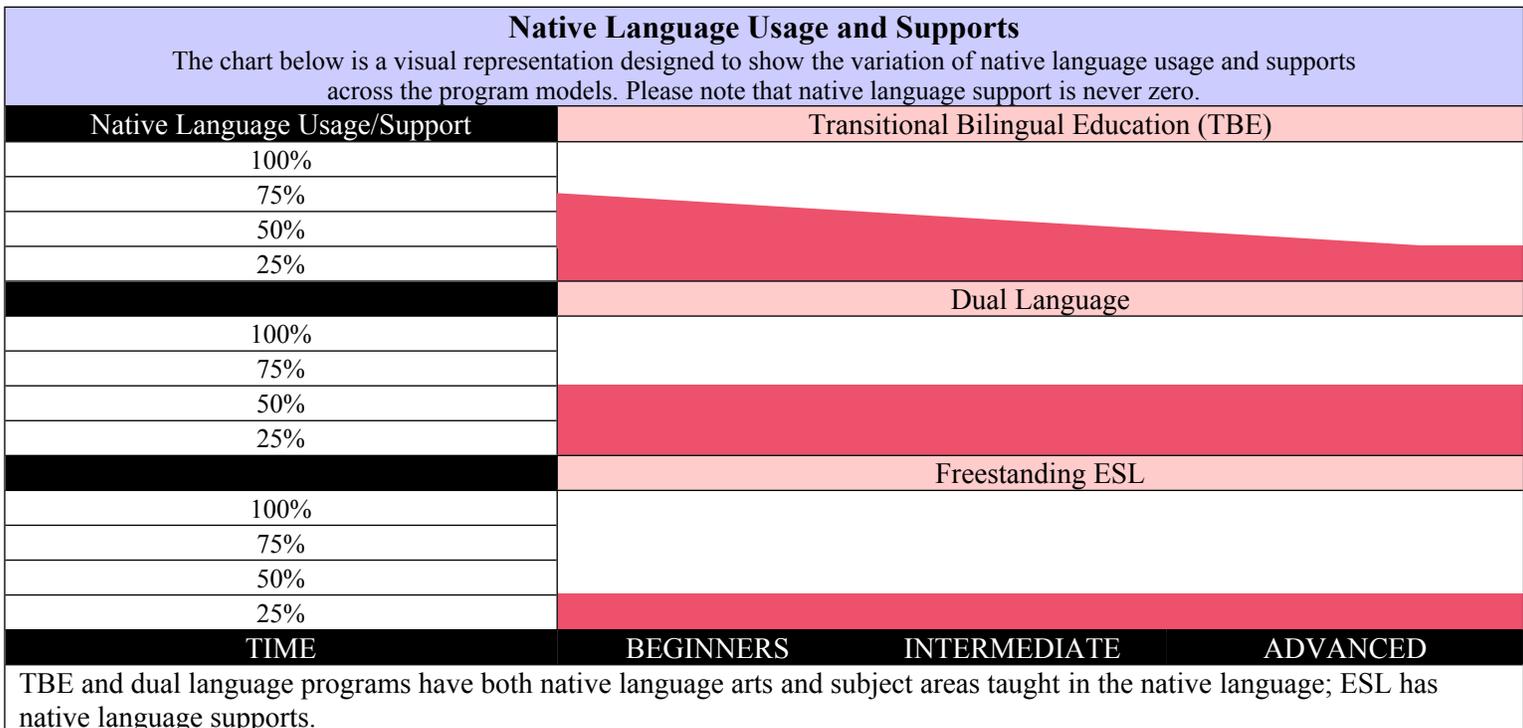
## NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

### 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?

	Beginning	Intermediate	Advanced
<b>E. Parental Involvement</b>			
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.	The parents and teachers have formed a Parent Teacher Association. The Parent Coordinator facilitates workshops for parents throughout the year such as “Helping your child with homework,” “All about the ELA exam,” and “All about the NYS Math Exam.” We offer a free, after school GED program for English speaking parents and a separate one, taught in Spanish, for Spanish-speaking parents. Parents are invited to be active participants in their children’s education through monthly “Parents as Reading Partners” and “Parents as Math Partners,” an annual Reading Tea Party, and various school assemblies. Parents are welcome to volunteer in the classroom. All materials are provided in Spanish and English. A Spanish speaking pedagogue translates throughout assemblies and meetings.		
2.	Our school partners with Teacher’s College (TC) and the YMCA. Both TC and the YMCA provide workshops through the year to support parents. We also have Family Dynamics who provide parenting workshops.		
3.	We evaluate the needs of parents through surveys, parent request and personal contact between staff and parents. The school asks all parents, including parents of ELLs, to fill out a survey to identify the parents’ needs and interests in workshops and services. Also, as teachers get to know their students and the parents of their students, teachers make recommendations for workshops and services.		
4.	Using the requests and forms from parents and feedback from staff and teachers, we provide the support that parents need for their personal growth, including GED for Adults, and what they need to support their children as successful learners, including workshops on Teachers College Reading and Writing Project, math, science and social studies curriculums and exam support.		

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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### 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)?

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2. The Dual Language Kindergarten, First-Grade and Second-Grade are self-contained; therefore, the EPs and ELLs are together for 100% of the instructional day, including all content areas.
3. Language is separated for instruction by time, with one language being used in the morning and the other in the afternoon. This schedule alternates daily.
4. Our Dual Language Kindergarten, First-Grade and Second-Grade are Self-Contained.
5. Both Dual Language programs use the "rollercoaster" model in the classroom. This means that the teachers alternate the language used from morning to afternoon and from day to day. For example, if on Monday English is used in the morning and Spanish in the afternoon, on Tuesday, Spanish is used in the morning and English in the afternoon and so on. This pattern ensures that students truly get an equal amount of English and Spanish in the various subjects.

### 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. Workshops taken by teachers of ELLs include:
  - Scaffolding in the content areas
  - Achieving Success for ELLs: A Common Understanding of What Works
  - Data Driven Instruction
  - Accessing and using English Language Learner Periodic Assessment Data
  - Differentiation in the classroom
  - In-house Aussies mathematics PDs for both lower and upper grades
  - In-house TC workshops provided by TC staff
  - DL teachers also receive professional development at BETAC
2. ESL and classroom teachers assess students' English language acquisition (using NYSESLAT and NYS ELA) and work with the guidance counselor and parents to meet the needs of students as they transition from our elementary school to their middle school.
3. To ensure the receipt of 7.5 hours of ELL training for all staff who do not have an ESL or Bilingual license, 3 years ago, all staff attended a full-day workshop. All subsequently hired staff were sent to ELL professional development full-day workshops at the Teacher's College Reading and Writing Project (TCRWP). There will also be a PD provided by network leaders for any teachers who have not received the 7.5 hours of ELL training.  
Our in-school and off-site Professional Development program focuses on:
  - the literacy needs of our ELL population within the prescription of the TCRWP.
  - scaffolding instruction for ELLs in Math and Science through the use of manipulatives and experiments.
  - using technology and online resources to make content area instruction more comprehensible for ELLs.
  - Wilson Program for Academic Intervention 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?

## 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. The parents and teachers have formed a Parent Teacher Association. The Parent Coordinator facilitates workshops for parents throughout the year such as "Helping your child with homework," "All about the ELA exam," and "All about the NYS Math Exam." We offer a free, after school GED program for English speaking parents and a separate one, taught in Spanish, for Spanish-speaking parents. Parents are invited to be active participants in their children's education through monthly "Parents as Reading Partners" and "Parents as Math Partners," an annual Reading Tea Party, and various school assemblies. Parents are welcome to volunteer in the classroom. All materials are provided in Spanish and English. A Spanish speaking pedagogue translates throughout assemblies and meetings.
2. Our school partners with Teacher's College (TC) and the YMCA. Both TC and the YMCA provide workshops through the year to support parents. We also have Family Dynamics who provide parenting workshops.
3. We evaluate the needs of parents through surveys, parent request and personal contact between staff and parents. The school asks all parents, including parents of ELLs, to fill out a survey to identify the parents' needs and interests in workshops and services. Also, as teachers get to know their students and the parents of their students, teachers make recommendations for workshops and services.
4. Using the requests and forms from parents and feedback from staff and teachers, we provide the support that parents need for their personal growth, including GED for Adults, and what they need to support their children as successful learners, including workshops on Teachers College Reading and Writing Project, math, science and social studies curriculums and exam support.

## 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)	3	3	3	2	3	1								15
Intermediate(I)	1	3	2	1	1	1								9
Advanced (A)	3		2		2									7
Total	7	6	7	3	6	2	0	0	0	0	0	0	0	31

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
WRITING	<b>I</b>	3	1	2	1	1								
	<b>A</b>	0	2	1	3									
	<b>P</b>		1											

**NYS ELA**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g. ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses TCRWP and ECLAS-2 to assess the early literacy skills of all of our students, including our ELLs. This year, the second grade Dual Language teacher will use EL SOL to assess the early Spanish literacy skills of the ELLs and EPs. The TCRWP assessments

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Samuel C Barnes

**School DBN:** 13K054

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lorna Khan	Principal		12/16/11
Roxanne James	Assistant Principal		12/16/11
Evangeline Umphery	Parent Coordinator		12/16/11
Elizabeth Vento	ESL Teacher		12/16/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 13k054      **School Name:** PS 54, Samuel C. Barnes

**Cluster:** 612      **Network:** Grapevine

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

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the students' records. The office keeps a copy of the language identification card to show to parents with whom they are unable to communicate. The parent selects the language which they prefer to speak and the school calls the translation hotline to communicate with the parent.

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.

Based on the HLIS, the school identified Spanish as the dominant language which was reported to the school community during the orientation meeting and via Title I Parent Involvement Policy. Approximately seventy five percent of the school's population has English as the primary language. The home language is Spanish for 61 of our student, Bengali for 5 of our students, Arabic for 3 of our students, Soninke for 3 of our students, and 1 for each Mandarin and Haitian. The parents of 12 students requested written and oral communication in Spanish, the parent of two siblings requested written communication in English and Spanish, and oral communication in English, the parent of 1 child asked for written communication in Arabic and oral communication in English, another parent requested written communication in English and oral communication in Arabic and English. All other parents requested written and oral communication in English. The ESL teacher helps classroom teachers find interpreters for parents who requested oral communication in their home language, either with a pedagogue or the translation hotline. This information is communicated to the school community at the beginning of the year faculty conferences and parent meetings, and as necessary throughout the year. The school's demographic is made available on the school's official DOE website.

## Part B: Strategies and Activities

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

If a parent/guardian indicates on the HLIS or communicates to the school in any way that they would like to receive any forms from the school in their home language, PS 54 is sure to meet these needs. All correspondence to parents is translated into Spanish by a bilingual pedagogue. The teacher will be paid per session. The school provides translated notifications as available from the online translated documents. The school will also provide translation through the Department of Education for documents that relate specifically to the Chancellor's regulation, as available on nyc.gov.

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.

For the parents/guardians who have indicated on the HLIS that they would prefer to receive oral communication from the school in their home language, staff members are routinely available to act as interpreters when parents visit or call the school. Staff members are routinely available to act as interpreters when the school or teachers need to communicate with parents. For Spanish speaking parents, we have a Spanish speaking pedagogue translate oral communication. For other languages, we use the translation hotline: 718-752-7373, x4.

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>.

At the beginning of each year, we provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available on the DOE website.

On the door of the primary entrance to our school, we post a sign in the covered languages at our school, Arabic, Chinese, Bengali and Spanish, indicating the availability of interpretation services. Translated signs, in the covered languages, are available on the DOE website.

Our safety plan ensures that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers, because all of the interpreting services we provide in non-emergencies, Spanish-speaking teachers and the NYCDOE translation hotline, are available in emergencies as well.

If we ever have parents of more than 10% of the children speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to section VII and shall post and provide such forms in accordance with the Chancellor's regulation.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Samuel C. Barnes	DBN: 13K054
Cluster Leader:	Network Leader: Margarita Nell
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school      ✱After school      ●Saturday academy      ✱Other: During School
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ✱K    ✱1    ✱2    ●3    ●4    ●5 ●6    ●7    ●8    ●9    ●10    ●11    ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

PS 54 serves its limited English proficient students through two programs, the Spanish Dual Language program in grades K and 1 as well as the freestanding ESL program which services all other ELLs. The ESL teacher provides 360 minutes per week of explicit ESL instruction to Beginner and Intermediate students either in their own classrooms or in the ESL classroom. The certified ESL teacher provides 180 minutes per week of ESL instruction to Advanced students in their own classrooms or in the ESL classroom and the classroom teacher provides 180 minutes per week of explicit ELA instruction. Native Language support is provided when appropriate and possible. In the DL classroom, the bilingual certified classroom teachers provide 360 minutes per week of explicit ESL instruction and 90 Minutes of explicit NLA instruction to Beginner and Intermediate students. The Advanced students receive at least 180 minutes of both ELA and ESL per week and at least 45 minutes NLA instruction. There are currently 14 ELLs being serviced in the DL classrooms and 19 students receiving ESL services. Thirteen of these students are serviced as per their IEPs. There is a total of 33 ELLs at PS 54.

A seven week residency named Puppetry in Practice began last week. This is a researched based program which has been very effective in helping ELLs make progress in English language acquisition. Six classes (including three Dual Language classes) are participating in a seven week residency which incorporates ESL methodologies, puppetry, story-telling and book arts to improve literacy. The program takes place once a week, during the regular school day, in the students' classrooms. Parents will also take part in a workshop that will focus on how they can help their child at home. This program services all ELLs in grades K-2, totaling 20.

In addition, an after-school program which will provide English Language help to ELLs is currently under way. this program, which will either meet weekly for 15 weeks or once weekly until the end of the school year, for a total of 30 hours, and will target newcomers in the testing grades. These students will receive homework help and tutoring from the ESL teacher and content area teachers and teachers completing their transitional bilingual certification.

## Part C: Professional Development

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

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

## Part C: Professional Development

Begin description here:

The rationale for the professional development is for teachers to strengthen their teaching of both languages across the content areas. The Dual Language teachers receive training to strengthen native language acquisition, especially for new comers. The Dual language teachers to receive this training are Ms. Guerra, Ms. Willis and Mr. Escoto. The workshop schedules are aligned with the office of English Language Learners and the CFN and the duration is all day.

Workshops taken by teachers on our ESL/DL staff include:

- > Scaffolding in the content areas
- > Achieving Success for ELLS: A Common Understanding of What Works
- > Data Driven Instruction
- > Accessing and using English Language Learner Periodic Assessment Data
- > Differentiation in the classroom
- > ESL in the Mathematics classroom
- > Balanced Literacy for ELLs
- > TC Workshop for ESL teachers: ESL Teachers and Balanced Literacy: Planning and Teaching in Ways Which Align with Units of Study and Components of Balanced Literacy Not Bumping in the Classroom Teaching
- > Adapting the Writing Workshop to meet ELL needs
- > Adapting the Reading Workshop to meet ELL needs

To ensure the receipt of 7.5 hours of ELL training for all staff who do not have an ESL or Bilingual license, 3 years ago, all staff attended a full-day workshop. All subsequently hired staff were sent to ELL professional development full-day workshops at the Teacher's College Reading and Writing Project (TCRWP). Our in-school and off-site Professional Development program focuses on:

- > the literacy needs of our ELL population within the prescription of the TCRWP.
- > scaffolding instruction for ELLs in Math and Science through the use of manipulatives and experiments.
- > using technology and online resources to make content area instruction more comprehensible for ELLs.
- > Wilson Program for Academic Intervention teachers.

Teachers will also receive professional development to support ELLS in science through the CityParks Foundation in the Spring.

Due to the profesional development oppportunities that the Dual Language teachers take advantage of, part of the title III funds have been allocated to per diem substitutes in order to provide absence coverage during these workshops. A total of \$1,250 has been reserved for this purpose, which allows the teachers a combined total of 8 days of absence coverage for off-site professional development opportunities.

## Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered

**Part D: Parental Engagement Activities**

- name of provider
- how parents will be notified of these activities

Begin description here: Parent Engagement:  
 Because parental involvement increases likelihood of student's success, we encourage parents to participate in all schoolwide activities and activities specifically geared to English Language Learners:

- >Parents as Reading Partners
- > Parents as Math Partners
- > Parent Literacy library access in English and Spanish
- > Cultural events to engage parents - Hispanic Heritage celebration
- > Include parents on trips to museums

The schedule is monthly schoolwide meetings, end of unit celebrations, and mutlicultural activities four times a year. The duration is approximately an hour and half to two hours.

The topics to be covered math and ELA curriculums, native language literacy, multicultural connections to social studies. The providers are classroom teachers, administrators, and staff developers.

Parents are invited to participate via translated notices and calendars, interpreted verbal invitations from teachers and administration, and our e-chalk website.

>

**Part E: Budget**

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

Allocation Amount: \$11200

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) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$1,533- Per session and \$1,341 for per diem	30 hours for per session for ESL and general education to support ELL education: 30 hours x \$49.98 (current teacher per session rate with fringe+ \$1,500). 8 per diem days of absence coverage to allow for the three teachers to attend off-site professional development workshops.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff</li> </ul>	\$2,000	Staff and curriculum development in science to support ELLS through

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		CityParks Foundation to include 5 classes and one field experience.
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$1,626	Technology tools, Big Books, content area books. National Geographic leveled books
Educational Software (Object Code 199)		
Travel	\$500	Trips to El Museo del Barrio, Brooklyn Children's Museum, the Chinese Museum
Other	\$4,200	Pupperty in Practice- This is a research based program which has been effective in helping ELLS make progress in English Language acquisition
<b>TOTAL</b>	\$11,200	