



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 154Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q154

PRINCIPAL: DANIELLE GIUNTA

EMAIL: DGIUNTA3@SCHOOLS.NYC.GOV

SUPERINTENDENT: MRS. DANIELLE DIMANGO

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
Danielle Giunta	*Principal or Designee	
Donna Kaufman	*UFT Chapter Leader or Designee	
Jessica Santana	*PA/PTA Designated Co-President	
Cindy King	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Sarah Liblich	Member/UFT	
Jan Swiatocha	Member/UFT	
Danna Sobiecki	Member/Parent/PTA Co-President/Title I Representative	
Jamie Mastromauro	Member/Parent	
Cindy Choi	Member/Parent	
Joanna Carlo	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve teacher effectiveness by providing regular cycles of observation and feedback.

- By June 2012, the Principal and Assistant Principal will conduct frequent* formative observations for each teacher using selected components of the research-based Danielson Framework for Teaching rubric to provide meaningful feedback to strengthen teacher practice and effectiveness.

**Frequent* is defined formative cycles of observation and feedback approximately every 6-8 weeks.

Improve teacher effectiveness by developing a shared understanding of instructional excellence.

- By June 2012, 100% of the pedagogical staff (Classroom Teachers, Clusters, ESL, SETSS, Speech) will have participated in professional development that provides opportunities for “norming” selected components of the research-based Charlotte Danielson’s Framework for Teaching Rubric.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We began our needs assessment with the 2011 Spring release of the 2011-2012 Instructional Expectations. In regards to strengthening teacher effectiveness, we adopted the Charlotte Danielson Framework for Teaching as our research based rubric to anchor formative cycles of observation and feedback. Implementation of a new framework became the heart of our needs assessment. Last year, we began a study group for non-tenured teachers where we began anchoring our conversations to this rubric. Tenured teachers expressed an interest knowing use of a research based rubric was on the horizon for 2011-2012. This study group morphed from 3 non-tenured teachers to a group of 15 teachers, untenured, tenured, recently tenured, and those with the greatest seniority in the building. The meetings were held once a month. Conversations and feedback from participants guided the schoolwide implementation for 2011-2012.

In addition to the Citywide Instructional Expectations focused on Teacher Effectiveness, our community saw a direct alignment to the second phase of implementing the Common Core State Standards. Our needs assessment determined a focus on strengthening teacher effectiveness would support our goal in strengthening student achievement (see goals 2 and 3).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

School leaders will follow a schedule and set up a structure for teacher observation and feedback using Danielson’s Framework for Teaching.

- Principal PK-2 & Clusters-Assistant Principal Grades 3-5, ESL and SpEd Support Staff
- Principal and Assistant Principal will develop a template for providing feedback which captures “Best Practices” and “Next Steps.” Cycle 1 formative observations will serve as a baseline and following cycles will be guided by “Next Steps” recommendations and follow up
- School leaders will develop a system for keeping evidence of teacher observation and feedback. Copies of documented teacher feedback will serve as evidence
- School leaders will develop a school-based survey to gauge teacher feelings and perceptions as they relate to school leaders providing regular feedback about their teaching.
- School-based professional development opportunities to “norm” and develop a shared understanding and expectation of the Framework for Teaching.

- Network Support Team will facilitate professional development opportunities around teacher effectiveness, Danielson’s components 3B and 3C.
- Teachers will identify components of the research-based Danielson Framework for Teaching rubric in their Professional Development plan and integrate
- Staff will select a minimum of 2 components of the Danielson Rubric to unpack and norm
- Grade Conferences, Faculty Conferences, Teacher Teams and PD Facilitated by Administration and NSS will support this work
- Teachers will self assess using a school based reflection survey in September and June

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP is provided on pages 16 through 21 in this CEP.

Parents will support student learning in regards to higher order thinking and learning as encompassed in the traits of Danielson’s Framework for Teaching components 3B: Questioning and Discussion and 3C: Student Engagement through a series of parent meetings such as: Monthly PTA Meetings, Monthly Coffee and Conversation with the Principal, Invitations into classrooms, Parent Workshops facilitated by Teachers (Classroom, Clusters, Out-of-Classroom). Title 1 1% Set Aside will be used to invite parents and children in for a “Curriculum Carnival” where teachers will plan engaging, higher-order thinking tasks for families to participate in together.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

A vertical team, comprised of PK-5 Teacher Leaders explores, plans for and supports initiatives and respective colleagues
 Title 1 5% and 10% Set Aside money is dedicated to high quality professional development opportunities to keep professional learning stimulating and engaging.
 Network Support Specialists provide professional development to keep professional learning stimulating and engaging
 Teachers are invited to play a proactive role in determining school goals
 Teachers are invited to take on leadership roles via self selected PD, taking on additional responsibilities based on interest
 A hiring committee is organized to conduct interviews for attracting highly qualified teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

NA

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title 1 10% Set Aside for Professional Development: Per Diem, Per Session
 Title 1 5% Set Aside for Highly Qualified Staff
 Title 1 1% Set Aside for Parent Involvement
 TL FSF Per Diem and/or Per Session as needed

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To strengthen teacher practice in Literacy

By June 2012, 100% of classroom teachers will have engaged in inquiries, studies and/or professional development focusing on a literacy task that requires students to read and analyze informational texts and write opinions and arguments in response.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We began our needs assessment with the 2011 Spring release of the 2011-2012 Instructional Expectations in regards to strengthening student achievement. This goal specifically addresses literacy. In 2010-2011 our community began unpacking the Common Core State Standards by focusing on opinion and argument and implementing opportunities for opinion and argument across subject areas. We aligned our focus to the schoolwide writing rubric by focusing on traits of ideas and voice. In 2011-2012, our schoolwide goals for strengthening teacher effectiveness in the areas of discussion, questioning and engagement aligns to the CCSS Literacy task in which students are asked to engage in forming opinions and arguments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teachers will engage all students in one CCSS aligned literacy task

- Grades PreK-2: Written response to informational texts through group activities and with prompting and support (Reading Informational Text Standards 1 and 10; Writing Standard 2)
- Grades 3-5: Written analysis of informational texts (Reading Informational Texts Standards 1 and 10) OR written opinion or argument based on an analysis of informational texts (Reading Informational Text Standards 1 and 10; Writing Standard 1)
- Grade level inquiry teams will form with a focus on unpacking a CCLS aligned task- see Professional Development Plan and Inquiry Team timelines on file at school
- Evidence will exist in the following forms: Teacher Team Agendas and Minutes, Student work samples, Artifacts created: CCSS Aligned Tasks, Rubrics, Pre and Post Assessments
- Teachers will begin the process by conducting a gap analysis, administering a baseline assessment, choosing a target population to study and planning/revising curriculum

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP is provided on pages 16 through 21 in this CEP.

Parents will support student learning through a series of parent meetings such as: Monthly PTA Meetings, Monthly Coffee and Conversation with the Principal, Invitations into classrooms, Parent Workshops facilitated by Teachers (Classroom, Clusters, Out-of-Classroom). Title 1 1% Set Aside will be used to invite parents and children in for a "Curriculum Carnival" where teachers will plan engaging, higher-order thinking tasks for families to participate in together. Network Support Personnel will facilitate workshops on

the CCLS and Instructional Expectations at SLT and PTA meetings to assist in building parent exposure and knowledge of the evolving state standards.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- The Network support personnel provide ongoing professional development during the school day on Common Core Learning Standards and Content Knowledge.
- The Network will provide offsite professional development on Common Core Learning Standards and Content Knowledge.
- Instructional Coach/Data Specialist provides teachers with ongoing resources to support the creation, implementation, and analysis of the Common Core Performance Tasks.
- A vertical team, comprised of PK-5 Teacher Leaders explores, plans for and supports initiatives and respective colleagues will study Blooms Taxonomy and Webb’s Depth of Knowledge by applying higher-order thinking and discussion prompts to our school wide Book of the Month program
- Title 1 5% and 10% Set Aside money is dedicated to high quality professional development opportunities to keep professional learning stimulating and engaging.
- Network Support Specialists provide professional development to keep professional learning stimulating and engaging
- Teachers are invited to play a proactive role in determining school goals
- Teachers are invited to take on leadership roles via self selected PD, taking on additional responsibilities based on interest
- A hiring committee is organized to conduct interviews for attracting highly qualified teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

NA

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title 1 10% Set Aside for Professional Development: Per Diem, Per Session

Title 1 5% Set Aside for Highly Qualified Staff

Title 1 1% Set Aside for Parent Involvement

TL FSF Per Diem and/or Per Session as needed

TL FSF General Supplies to purchase instructional materials

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To strengthen teacher practice in Mathematics

By June 2012, 100% of classroom teachers will have engaged in inquiries, studies and/or professional development focusing on a math task that requires students to demonstrate their ability to model with mathematics and construct and explore the reasoning behind arguments to arrive at a viable solution.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We began our needs assessment with the 2011 Spring release of the 2011-2012 Instructional Expectations in regards to strengthening student achievement. This goal specifically addresses mathematics. In 2010-2011 our community began unpacking the Common Core State Standards by focusing on opinion and argument and implementing opportunities for opinion and argument across subject areas with an emphasis of exploring this through mathematics. In 2011-2012, our schoolwide goals for strengthening teacher effectiveness in the areas of discussion, questioning and engagement aligns to the CCSS Math task in which students are asked to construct viable arguments allow opportunities for students to engage in forming opinions and arguments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

In teams (grade level, vertical, inquiry) teachers will look closely at CCSS aligned tasks in math, compare against current practices, determine and fill gaps in instruction.

Teachers will engage all students in one CCSS aligned math task

- Grades PreK-5: Model with mathematics and construct viable arguments and critique the reasoning of others
- Domain of Focus: See 2011-2012 Instructional Expectations

Evidence will exist in the following forms: Teacher Team Agendas and Minutes, Student work samples, Artifacts created: CCSS Aligned Tasks, Rubrics

Pre and Post Assessments

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 16 through 21 in this CEP.

Parents will support student learning through a series of parent meetings such as: Monthly PTA Meetings, Monthly Coffee and Conversation with the Principal, Invitations into classrooms, Parent Workshops facilitated by Teachers (Classroom, Clusters, Out-of-Classroom). Title I 1% Set Aside will be used to invite parents and children in for a "Curriculum Carnival" where teachers will plan engaging, higher-order thinking tasks for families to participate in together. Network Support Personnel will facilitate workshops on the CCLS and Instructional Expectations at SLT and PTA meetings to assist in building parent exposure and knowledge of the evolving state standards.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- The Network support personnel provide ongoing professional development during the school day on Common Core Learning Standards and Content Knowledge.
- The Network will provide offsite professional development on Common Core Learning Standards and Content Knowledge.
- Instructional Coach/Data Specialist provides teachers with ongoing resources to support the creation, implementation, and analysis of the Common Core Performance Tasks.
- A vertical team, comprised of PK-5 Teacher Leaders explores, plans for and supports initiatives and respective colleagues will study Blooms Taxonomy and Webb's Depth of Knowledge by applying higher-order thinking and discussion opportunities to our math program with an emphasis on "Problem of the Day" using a "Worthwhile Math Tasks" rubric to assess and guide our work
- Title 1 5% and 10% Set Aside money is dedicated to high quality professional development opportunities to keep professional learning stimulating and engaging.
- Network Support Specialists provide professional development to keep professional learning stimulating and engaging
- Teachers are invited to play a proactive role in determining school goals
- Teachers are invited to take on leadership roles via self selected PD, taking on additional responsibilities based on interest
- A hiring committee is organized to conduct interviews for attracting highly qualified teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

NA

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title 1 10% Set Aside for Professional Development: Per Diem, Per Session

Title 1 5% Set Aside for Highly Qualified Staff

Title 1 1% Set Aside for Parent Involvement

TL FSF Per Diem and/or Per Session as needed

TL FSF General Supplies to purchase instructional materials

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

NA

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	6	6	N/A	N/A	1	0	--	--
1	4	4	N/A	N/A	6	5	--	--
2	49	49	N/A	N/A	5	6	--	--
3	45	45	N/A	N/A	7	6	--	--
4	55	55	--	--	--	9	--	--
5	47	47	--	--	--	--	--	--
6								
7								
8								
9								
10								
11								
12								

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
ELA	Foundations: Grades K- 1: Small Group Wilson: Grades 1-5: Small Group 50 Minute Program: Grades 2-5: Small Group Instructional materials include: Buckle Down, Coach, NYSELSAT, and extended instruction from the core curriculum Saturday Academy for Grades 3-5 (TBD Saturdays: 3 Hour Sessions) Title III Program for English Language Learners (See Title III plan and LAP Addendum) AIS Providers: Instructional Coach/Data Specialist provides AIS services in cycles to students who have been referred to the PPT. In addition, the SETSS provider and Speech and Language Therapist have available time to provide AIS services built into their daily schedules.
Mathematics	Math Game Day: Small Group 50 Minute Program: Grades 2-5: Small Group Instructional materials include: Buckle Down, Coach and extended instruction from the core curriculum Saturday Academy for Grades 3-5 (TBD Saturdays: 3 Hour Sessions) AIS Providers: Instructional Coach/Data Specialist provides AIS services in cycles to students who have been referred to the PPT. In addition, the SETSS provider and Speech and Language Therapist have available time to provide AIS services built into their daily schedules.
Science	Differentiated Instruction in the classroom: Small Group 50 Minute Program: Grades 2-5: Small Group Instructional materials include: Buckle Down, Coach and extended instruction from the core curriculum ESL teachers are scheduled to push-in to Science to work collaboratively with the science clusters and provide reduced teacher-student ratio for English Language Learners
Social Studies	Differentiated Instruction in the classroom: Small Group 50 Minute Program: Grades 2-5: Small Group Instructional materials include: Buckle Down, Coach and extended instruction from the core curriculum ESL teachers are scheduled to push-in to Social Studies to work collaboratively with classroom teachers during social studies clusters and provide reduced teacher-student ratio for English Language Learners in the classroom
At-risk Services provided by the Guidance Counselor	The Guidance Counselor conducts 1:1 and small group counseling sessions and workshops to address bullying, peer mediation, self-esteem, etc...
At-risk Services provided by the School Psychologist	The School Psychologist works with At-Risk students and students in our Grades K/1 and 2 self-contained 12:1:1 class in both small group and 1:1 settings. This work primarily focuses on the development of social skills & coping skills.

At-risk Services provided by the Social Worker	The Social Worker supports the School Psychologist with the At-Risk program described above
At-risk Health-related Services	The school nurse conducts health related instruction on use of Epi-Pen and Asthma Inhalers

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.



PUBLIC SCHOOL 154Q
75-02 162 Street
Flushing, NY 11366
Phone 718-591-1500
Fax 718-591-8751
Tara Davidson, Assistant Principal

PARENT INVOLVEMENT POLICY (PIP)

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. Our school'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. Our school 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;

Our school'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. Our school 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, our school 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 1st 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;

Our school 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

Our school, 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 1st 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.

ADDENDUM TO PARENT INVOLVEMENT PLAN

★PS 154Q PARENT INVOLVEMENT PLAN 2011-2012★

P.S. 154Q believes that without the participation and support of our parents, children will have difficulties meeting the levels of achievement that will allow students to meet promotional criteria set by the New York City Department of Education, New York State and Federal *No Child Left Behind* mandates and becoming successful adults.

The multicultural school population surrounding P.S. 154Q attracts many new immigrants, many who have difficulties with the English Language. In order to entice and help our parents to be active participants in their students' education we will do the following:

- Provide monthly calendars to inform parents of special events in the school and community in addition to the daily breakfast and lunch menu.
- Provide workshops in literacy and mathematics and other curricula areas.
- Provide parenting workshops.
- Provide workshops on how to help with homework.
- Provide annual (September) informational meeting on School-wide programs and its benefits.
- Provide workshops on State Assessments.
- Provide ESL workshops.
- Provide translations for meetings, PTA/P/T conferences, any meeting with a parent needing translation.
- Provide workshops based upon parent needs/interests (survey parents).
- Provide workshops on communicating with the school including:
 - P/T conferences – questions to ask
 - Information on the school report card
- Invite parents to participate in events, presentations, performances that are targeted on the multicultural nature of the community.
- Disseminate information about meetings and workshops via flyers translated into the four major languages (Spanish, Russian, Urdu/Farsi and Chinese), face-to-face discussions (translated), school messenger, and letters (translated), monthly calendar and (outdoor) sign board.
- Parent Coordinator will hold parent meetings and workshops and continuously call and connect with parents.
- Provide additional meetings (AIS monthly team meetings and individual parent/teacher conferences) for parents of our at-risk students so that they may be informed about their child's difficulties, strategies employed to help their child and if a child has not met promotional criteria, the additional support of summer programs as designed by NYCDOE.
- Continue the Learning Leader Program which will empower further parent participation.
- School Leadership Team will address parents' needs, concerns and participation in school and plan and tailor parent involvement activities.
- School Guidance Counselor will address parents' concerns about their children's socio/education.
- Provide monthly "Coffee and Conversation" sessions for parents with the principal and assistant principal.
- Provide weekly parent E-Mail (Updates and Sharing) to keep parents informed in between school based meetings

Every effort will be made to hold workshops at convenient times for our parents. A survey will be taken of the parent population to determine the best time for meetings. In addition, comparison of attendance logs will be used to determine the optimum time to hold workshops.

Parents' needs and concerns about School-wide program will be addressed in this order: Parent Coordinator, Assistant Principal, Principal. School-wide program will be on the agenda at PTA meetings.

ADDENDUM TO SCHOOL PARENT COMPACT

★PS 154Q 2011-2012 School Parent Compact★

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

SCHOOL	PARENT/GUARDIAN
<p>We understand: the need to convene meetings for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>We understand: the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.</p> <p>We understand: the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines.</p> <p>We understand: the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.</p> <p>We understand: the need to provide quality curriculum and instruction.</p> <p>We understand: the need to deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none">• Parent Teacher Conferences• Reports to parents on their children's progress• Reasonable access to staff• Opportunities to volunteer and participate in their child's class• Observation of classroom activities <p>We understand: the need to assure that parents may participate in professional development activities, i.e., literacy classes, and workshops on reading strategies.</p>	<p>I understand: the need to become involved in the strategies designed to encourage my participation in parent involvement activities.</p> <p>I understand: the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.</p> <p>I understand: the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.</p> <p>I understand: the need for me to monitor my child's:</p> <ul style="list-style-type: none">• Attendance at school• Homework• Television watching/Video Games• Health needs <p>I understand: the need to share responsibility for my child's improved academic achievement.</p> <p>I understand: the need to communicate with my child's teachers about his/her educational needs.</p> <p>I understand: the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.</p>
<p><u>25Q154</u></p>	<p>_____ Parent's Signature</p> <p>_____ Date</p>

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Peggy Miller	District 25	Borough Queens	School Number 154
School Name P.S. 154Q			

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

Principal Danielle Giunta	Assistant Principal Tara Davidson
Coach Danielle LaPorte	Coach
ESL Teacher Ellen Posner	Guidance Counselor Tanya Catanzaro
Teacher/Subject Area Samantha Stein/ESL	Parent Jessica Santana
Teacher/Subject Area	Parent Coordinator Faith Russell
Related Service Provider Karen Praeger	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	656	Total Number of ELLs	126	ELLs as share of total student population (%)	19.21%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

1. Upon registration parents are given a Home Language Identification Survey (HLIS) by the pupil accounting secretary. These surveys are available in various languages to assist parents in completing it correctly. A member of the ESL Staff, a trained pedagogue, will be available to aid in the completion of these HLIS forms. This aid will include an oral interview between the parent and a certified NYS and NYC licensed teacher. An interpreter will also be secured when requested/required. A list of translators is available in the main office. Bilingual staff include Margarita Matias- Paraprofessional (Spanish); Razia Ali-Paraprofessional (Urdu/Pashtu), Tina Lin-Social Worker (Chinese), and Bency George, general ed teacher (Hindi). These surveys will determine the student eligibility for LAB R testing. Students will be tested within 10 days of registration. These results will determine eligibility for ELL services. Spanish-speaking students will be given the Spanish Lab, also within 10 days of registration. An RLAT report will be generated and reviewed on a monthly basis and used to see if newly transferred students from other city schools are eligible for ELL services. Our Assistant Principal and/or ELL Liason will run an RLER report in ATS to determine the list of students who are eligible to take the NYSESLAT exam and an RNMR to cross-check our ELLs' years of service and previous test scores. Our ELL team in conjunction with the Assistant Principal will create a testing schedule to ensure that all eligible students are tested on all four parts of the NYSESLAT exam.

2. In September, within the first ten days of school, the parents of students who have been identified as ELLs through the LABR testing, will be invited to one of three meetings: "Coffee and Conversation with the Principal" held in the evening (second Tuesday of the Month), PTA meeting held in the evening (last Tuesday of the month), and a parent orientation meeting held by the ESL staff in the morning (within the first ten days of students' enrollment). These three meetings will provide a detailed description of each of the three programs offered by the Department of Education enabling the largest number of parents to attend. The "Parent Choice" video will be viewed in English and is available in other languages. At that time, parent choice surveys and program selection forms will be distributed, completed, and collected.

3. Entitlement letters are distributed to all ELL students upon determination of eligibility. Parent Survey and Program Selection forms are returned at the time of the aforementioned meetings. Parents who are unable to attend will be contacted by a member of the ESL Staff in conjunction with the parent coordinator to set up a time for viewing the video along with explaining their choices and completing the surveys. The return of these forms will be tracked by the Assistant Principal and the ESL Staff. Outreach will continue until all forms are returned.

4. At each of the three parent meetings a list of sites for schools offering transitional bilingual and or dual language programs will be distributed. The board of education provides a translation service for those parents who require assistance in their native language. Members of the ESL Staff and the Parent Coordinator will aid the parents in obtaining these services.

5. After reviewing the Parent Survey and Program Selection forms for the past two years, the trend in program choices selection represents an overwhelming preference for Freestanding ELL. Over the past two years, 100% of parents chose the Freestanding ELL program which is offered at our school.

6. The Freestanding ELL program offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained		1	1	3	0	0								5
Push-In	33	39	23	11	7	13								126
Total	33	40	24	14	7	13	0	0	0	0	0	0	0	131

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	126	Newcomers (ELLs receiving service 0-3 years)	109	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	109	0	8	16	0	7	1	0	1	126
Total	109	0	8	16	0	7	1	0	1	126

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
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	9	5	0	3	2								26
Chinese	6	8	7	1	0	3								25
Russian	4	2	1	1	0	1								9
Bengali	2	1	0	1	0	1								5
Urdu	3	3	1	2	1	0								10
Arabic	1	1	1	0	2	1								6
Haitian														0
French	0	1	0	0	0	0								1
Korean	0	1	1	0	0	0								2
Punjabi	0	0	0	0	1	0								1
Polish	0	0	0	0	0	1								1
Albanian														0
Other	10	12	6	3	0	4								35
TOTAL	33	38	22	8	7	13	0	121						

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

1a. Instruction is organized for a predominately push-in model. Grade organization consists of one class per grade that is predominately ELL learners, which allows us to maximize the amount of push-in time. Students who require additional service time; newly arrived non English speaking and beginners are also serviced in either a pull-out model or by an additional period of technology instruction provided by an ESL teacher. The students participating in the pull-out model will be serviced for an additional period per day and the group size will not exceed 10 students per class.

1b. Our ELL program uses a heterogeneous push-in model with a focus on content area work specifically science and social studies.

2. The majority of ELL students are placed in heterogeneously grouped classes on each grade with the exception of Kindergarten and 1st grade. Our 1st grade class is a self contained, dually certified heterogeneously grouped ELL class, with one “cluster” class of ELL students on every other grade. These classes account for 270 minutes of ELL instruction per week in a push-in model. In addition, a technology period, utilizing the “Imagine Learning” program is implemented by our ESL teacher. To meet the mandated 360 minutes per week for our Beginner and Intermediate students, an additional 90 minutes of ELL instruction are provided in a pull-out model described above.

3. Within the push-in model, ESL and science teachers co-teach for 90 minutes per week for every grade. Articulation periods are provided to organize and plan instruction on a bi-weekly basis. ESL teachers also collaborate with classroom teachers during a common planning period and differentiate content area instruction in the areas of math and social studies. All instruction is delivered in English. Instructional approaches and methods used to make content comprehensible to enrich language development include; focus on tier 2 words, instructional conversation, scaffolding and implementation of other visual aids.

4. To ensure that all ELLs are appropriately evaluated in their native language we provide them with the translated versions of the State exams, whenever possible. In addition, students have access to bilingual glossaries for State exams in the content area, a third reading of the listening passage on the ELA exam, and a separate location.

5. Differentiated instruction is offered for different proficiency levels of English Language Learners. Newcomers and beginners are instructed using hands-on activities, alphabet charts, word lists and teacher modeling to increase auditory and speaking skills. A supplemental intervention program has been designed utilizing “Imagine Learning” and targeted instruction in vocabulary and literacy instruction for students who have been in the program for more than three years. The progress of these students will be tracked through interim assessments and teacher observations. SIFE students spend one hour a day in a grade-appropriate classroom versus their age-

A. Programming and Scheduling Information

appropriate classroom for reading and writing instruction, as well as receive differentiated instruction for instructional tasks, activities, and school functions from their teacher.

6. Instructional strategies and grade level materials used by our teachers of ELL-SWDs include thinking maps, Wilson and Foundations methodology, leveled libraries, non-fiction libraries, smartboard technology and Imagine Learning software. In a co-teaching model the Resource Room teacher and ESL teacher provide instruction using smart board technology and instructional strategies focusing on “Verbalization and Visualization” along with vocabulary enrichment. These teachers collaborate to ensure lessons meet the individual IEP and ELL needs of the students.

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by grouping our students in each grade level, pushing into the classroom, articulating with classroom teacher and special education teacher in order to adapt and modify lessons based on students' needs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	N/A			
Math:	N/A			
Science:	N/A			

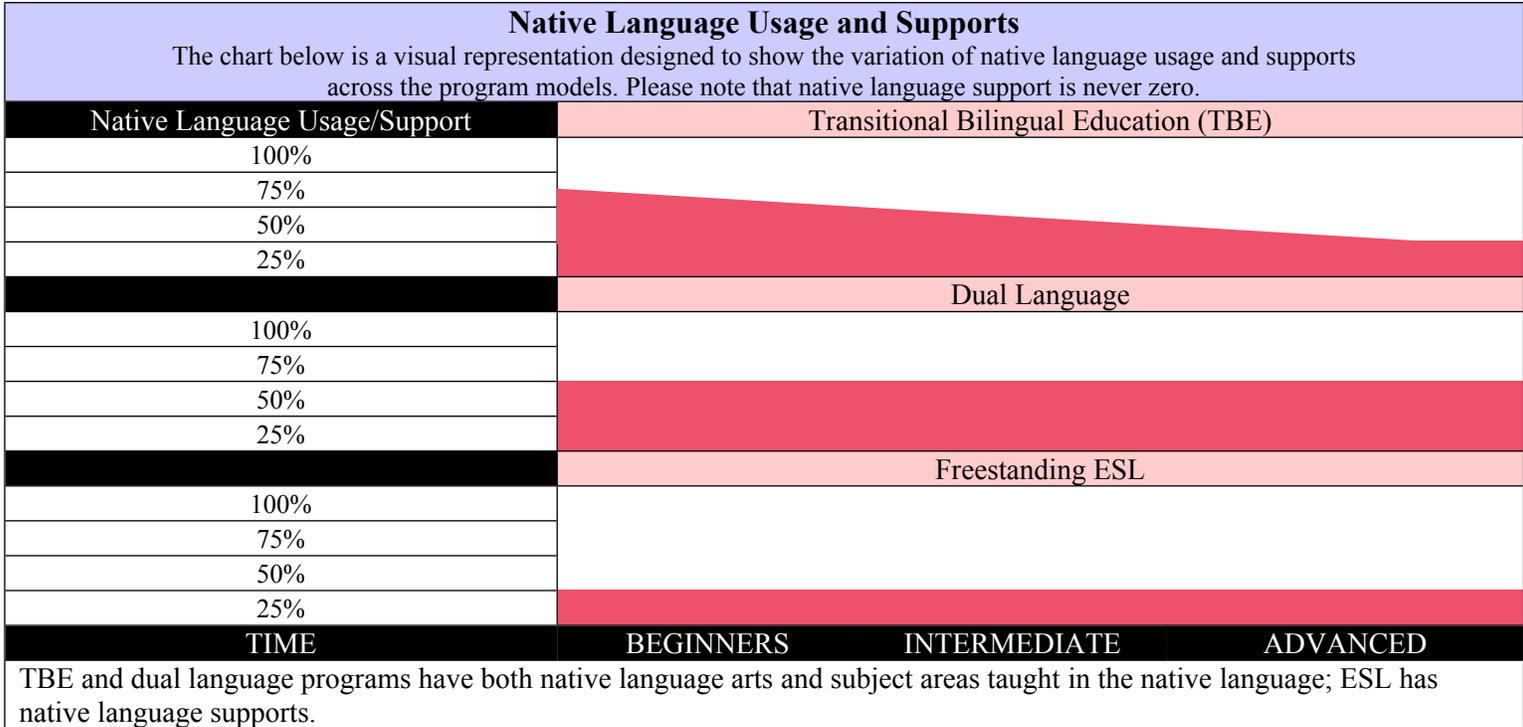
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE/DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

8. In addition to the aforementioned interventions, there are several inquiry teams with a target population of English Language Learners. These teams focus on ELLs in all content areas. Specifically, students are grouped by language proficiency levels, reading, writing and math levels within each class. The goal of these teams is to not only increase student progress, but also to identify the best instructional strategies for English Language Learners. Our Title III program for beginning and intermediate students in grades 2-5 also offers additional support as do art residencies in helping our students acquire the language. Our traditional extended day program also supports language acquisition for our ELL students two days a week. All programs are conducted in English.

9. Transitional support for students who have reached proficiency level on the NYSESLAT include test modifications (time and half and separate locations) and small group instruction before, during and after school that is differentiated to continue meeting their needs.

10. Technology will continue to be incorporated into several of our ELL classrooms through the use of the smartboard and utilization of the Imagine Learning software as we recently added a new MAC computer lab, new HP classroom computers, and multiple SMARTBoards

B. Programming and Scheduling Information--Continued

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

8. In addition to the aforementioned interventions, there are several inquiry teams with a target population of English Language Learners. These teams focus on ELLs in all content areas. Specifically, students are grouped by language proficiency levels, reading, writing and math levels within each class. The goal of these teams is to not only increase student progress, but also to identify the best instructional strategies for English Language Learners. Our Title III program for beginning and intermediate students in grades 2-5 also offers additional support as do art residencies in helping our students acquire the language. Our traditional extended day program also supports language acquisition for our ELL students two days a week. All programs are conducted in English.

9. Transitional support for students who have reached proficiency level on the NYSESLAT include test modifications (time and half and separate locations) and small group instruction before, during and after school that is differentiated to continue meeting their needs.

10. Technology will continue to be incorporated into several of our ELL classrooms through the use of the smartboard and utilization of the Imagine Learning software as we recently added a new MAC computer lab, new HP classroom computers, and multiple SMARTBoards throughout the building. In addition, we will continue an afterschool program designed to target students within the levels of beginner and intermediate.

11. For this school year 2011-2012 we do not anticipate any program cancellations.

12. Our ELL students participate in all school programs. These programs include but are not limited to: circle of dance, story telling with LuAnne Adams, educational assemblies sponsored by the PTA, and leadership programs lead by the parent coordinator and the youth development coordinator. All ELL students in grades 2-5 are invited to participate in our after school and morning program. As mentioned above, all students received targeted small group instruction to assist in acquisition of the English language.

13. The following instructional materials are used to support ELL students: fiction and non fiction books, trade books, Foss Science Kits, Words Their Way, smart board instructional support, Imagine Learning and a social studies curriculum that is also supported by hands on field trips. Cameras and color printers are used to capture images to support charts and other instructional aspects of the classroom.

14. Native language support is delivered through the use of bilingual dictionaries and small group instruction. Student translation services are implemented upon need.

15. ELLs' ages and grade levels are considered when services and supports are rendered.

16. Newly enrolled ELL students are introduced to the ESL staff at registration and parents are provided the opportunity to tour the school with a member of the ESL Staff and Parent Coordinator. This tour provides parents and students with a chance to meet other teachers and students while gaining a brief understanding of the school community and curriculum.

17. We do not offer Language electives at PS 154, as this is an elementary school.

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

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. Professional development and support for our school staff is provided by Teachers College Reading and Writing Project, Network Support Specialist from ICI-LSO Network #207, and through District wide professional development. In house professional development also includes collaborative planning time between ESL staff and classroom teachers. In addition, ESL teachers and science teachers meet a minimum of twice a month. At these meetings science teachers provide ESL teachers with professional development on the Foss Science Program that is implemented in the school. In addition, ESL teachers Share their knowledge and best practices of teaching ELLs. During the 2011-12 school year, ESL teachers are participating in Thinking Maps professional development with a Network Support Specialist and receive professional development one day a month. ESL and classroom teachers also meet for one 45 minute period a week as an inquiry team to study strategies that will improve writing skills by our ESL students and meet for one professional development period a month with the administrative team.

2. The Guidance Counselor is identified as the Middle School Liaison. ESL teachers working with grade 5 students collaborate with the guidance counselor to assist in the transition from elementary to middle school. The guidance counselor provides training and opportunity for discussions around supporting students as they transition to middle school.

3. ELL teachers, administrative staff, and teachers that support ELL students meet on a regular basis to discuss best practices as they have multiple common periods in their schedule. ELL teachers also attend and/or receive through the turn-key process professional development from the Network Support Specialist that totals a minimum of 7.5 hours a month on Imagine Learning, Thinking Maps, the Common Core State standards, and NYSESLAT preparation. Records are kept through sign-in sheets and a copy of any additional supporting documents in a binder in the main office as evidence of professional development work.

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. Administration hosts a monthly "Coffee and Conversation with the Principal" which provides parents with the opportunity to inquire about instructional and procedural items which can range from scheduling and curriculum to events at this school. A newsletter entitled, "News and Notes" is sent through email to parents every week. This newsletter also informs parents of the weekly events in our community. The parent coordinator sponsors parent workshops and ELL training for adults. Parents are also invited to attend classroom celebrations at least four times a year and at least two family curriculum festivals (one in the fall and one in the spring). This year we are also providing all parents (in their native languages) a report card vocabulary sheet to help parents better understand our school's report card so that they can assist their children at home.

2. At this time PS 154 does not partner with agencies or Community Based Organizations to provide workshops to ELL parents.

3. The needs of the parents of ELL students are initially identified through questionnaires and surveys at time of registration. This is an ongoing procedure as new students are enrolled. Parent needs are also shared at PTA meetings, Coffee and Conversation meetings, and school visits throughout the year.

4. Based on the responses to questionnaires, surveys, and concerns shared at various meetings throughout the school year activities, programs, and groups are designed to address the needs of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	17	6	2	1	2	0								28
Intermediate(I)	14	7	5	2	5	0								33
Advanced (A)	6	13	2	3	5	7								36
Total	37	26	9	6	12	7	0	0	0	0	0	0	0	97

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	3	0	0	1	0							
	I	9	1	1	1	1	0							
	A	11	10	2	2	3	3							
	P	21	21	16	13	11	11							
READING/ WRITING	B	17	6	2	1	2	0							
	I	14	7	5	2	5	0							
	A	6	12	2	3	4	6							
	P	4	10	10	10	6	8							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	7	6	0	14
4	0	6	4	0	10
5	0	10	4	0	14
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		6	1	8		0		16
4	1		3		6		3		13

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0		4		7	1	2		14
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	2	0	3	0	6	2	0	0	13
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				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. We use TCRWP Reading Assessments and The 6+1 Traits of Writing Program as our assessment tools to identify early literacy skills. At this time the data does not indicate a clear trend because we have varying levels of ELLs within each class/grade.

2. After analyzing the school year NYSESLAT and Lab-R data for 2007-2008 and 2008-2009 there was a clear trend of fewer students reaching proficiency across all grades. Overall levels of proficiency for the listening and speaking section fell from 61% in school year 07-08 to 20% in SY 08-09. In addition, 29% of students reached proficiency on the reading and writing section of the NYSESLAT in SY 07-08. This fell to 20% in SY 08-09. After a restructuring of the program in school year 2009-2010 there has been a marked increase in students reaching proficiency. Overall levels of proficiency for the listening and speaking section increased from 20% in 08-09 to 65% in 09-10. Overall levels of proficiency increased from 29% in 08-09 to 33% in 09-10 and remained stable at 32% in 10-11. During the 2010-11 school year, 75% of our students made progress (or moved up one level) on the NYSESLAT exam.

3. The aforementioned trends led administration to restructure the placement of our English Language Learners into clusters of classes with teachers who expressed a passion for ensuring progress with our ELLs. There is one ELL class cluster per grade. This supports the implementation of a push-in model and aligning co-teaching of an ESL and classroom teacher through the content areas of social studies and science. With the arrival of a technology grant this year and the Citywide Instructional Expectations, we are aiming to increase the amount of "talk time" that students have within their classroom by encouraging all students to be able to take a side and defend their opinion/make an argument. We have also introduced "Thinking Maps" to all of our ELL teachers through professional development and therefore ELL teachers are introducing them to students as a way to organize their thinking, which will eventually translate into better organized and stronger writing pieces.

4a. It is clear that our ELL students, across all grades, were getting stuck at the intermediate and advanced levels and the restructuring of the ELL Program into clustered classes alleviated this trend. This has also helped us to move students out of the Beginner level at earlier grade levels than we were able to do previously. At this time there is not enough data to identify if there is a pattern in ELLs taking the test in English as compared to their native language.

b. ELL Periodic Assessment results are analyzed and used to form instructional groups and inquiries on and across grade levels. In addition, the data has been used to identify students who could benefit from an early morning program for beginning level students, as well as an after school program to reach our students who have stalled.

c. The ELL Periodic Assessments assist the school in grouping students for instruction. They provide interim points of reference regarding the students' progress.

5. N/A

6. Student performance on the NYSESLAT, and New York State Exams are used in coordination with student progress across years to evaluate the success of the programs that we have in place for ELLs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 154Q

School DBN: 25Q154

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Danielle Giunta	Principal		11/21/11
Tara Davidson	Assistant Principal		11/21/11
Faith Russell	Parent Coordinator		11/21/11
Ellen Posner	ESL Teacher		11/21/11
Jessica Santana	Parent		11/21/11
Samantha Stein	Teacher/Subject Area		11/21/11
	Teacher/Subject Area		
Danielle LaPorte	Coach		11/21/11
	Coach		
Tanya Catanzaro	Guidance Counselor		11/21/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q154** School Name: **P.S. 154Q**

Cluster: **2** Network: **CFN 207**

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

Part A: Needs Assessment Findings

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

From running the RHLA in ATS and meeting with parents at the beginning of the school year, we assess the number and types of home languages present within our school community. At the start of our school year, an ESL Parent Meeting, in conjunction with the parent coordinator, is scheduled. At that time the staff discusses and informs parents of their options regarding the different programs that are available to their child. Videos in many different languages were created to explain the different options to parents. From listening to new parents and understanding our current population, we have multiple people available within the school who can act as interpreters (Urdu/Pashtu, Spanish, Chinese, French for example) and are available to parents and we use multi-language stamps to communicate important messages and information to parents throughout the school year. Based upon parent feedback, certain documents are also sent to the Translation Unit to be translated prior to schoolwide distribution and phone calls are made to inform/remind parents of important information and events. Translators are also present at parent-teacher conferences for the most frequently-spoken languages in our school community based upon the RHLA, as well as through the DOE Translation Unit (for which is provided to all school personnel to use as a resource to communicate with families). We also have parents who volunteer to translate for other parents at our monthly meetings.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings of our school's written translation and oral interpretation needs come from running and analyzing the RHLA report in ATS and from formal and informal conversations with our school community and parent coordinator to understand their translation and interpretation needs. Major findings include the desire for: translated documents, translations at parent meetings and parent-teacher conferences for some of our most common languages (Spanish, Chinese, and Russian). Findings were reported to our school community at monthly parent meetings and PTA meetings. All major findings of our school are also updated and sent to parents in a biweekly newsletter from the principal called "News and Notes". There are monthly scheduled "Coffee and Conversations with the Principal" keeping the neighboring community regularly

welcomed and informed. The P.S. 154Q school web site, <http://schools.nyc.gov/SchoolPortals/25/Q154/default.htm> is always providing recent news and information.

Part B: Strategies and Activities

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

Written translations are provided by the NYC Department of Education. High Priority documents are translated or accompanied by a school stamp written in several languages which states, "Important Document: Please have translated."

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral Interpretation services are provided by the NYC Department of Education. All staff members possess the oral translation phone number to assist with parent conferences. In addition, the school arranges for interpreters to be available during Parent Teacher Conferences in November and March.

There are several staff members who are bi-lingual and are ready, willing and able to provide oral translation services when needed. Languages include: French, Spanish, Urdu/Pashtu, Hebrew and Chinese.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

A. PS 154Q is responsible for providing 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 at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.

B. PS 154Q posts, in a conspicuous location at or near the primary entrance to such school, a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. PS 154Q school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. Parents who speak a primary language that is neither English nor a covered language shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.



Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Gary D. Goldenback

Borough: Queens District: 25 School Number: 154 School Name:

Cluster Leader: Amundsen Network Leader: Miller Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	☼ Yes	<input type="radio"/> No Comments:
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	☼ Yes	<input type="radio"/> No Comments:
Parent Activities	☼ Yes	<input type="radio"/> No Comments:
Budget	<input type="radio"/> Yes ☼ NA (Title I SWP)	<input type="radio"/> No <input type="radio"/> NA (Title I SWP) Comments:
Approved? Yes ☼ No <input checked="" type="radio"/> Date: 1/19/12 Senior ELL CPS: Gary D. Goldenback		
Additional Comments:		