



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 54 CHARLES W. LENG

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R054

PRINCIPAL: KAREN LAROSA **EMAIL:** KCATANZ@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Karen Catanzaro Larosa	*Principal or Designee	
Laura Kessler	*UFT Chapter Leader or Designee	
Colleen Costigliola	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Elizabeth Hession	Member/ Assistant Principal	
Debra Sander	Member/Teacher	
Donna Krachenfels	Member/Teacher	
Ilene Coven	Member/Teacher	
Michele Schwartz	Member/Parent	
Andrea Crescitelli	Member/Parent	
Susane Dardeir	Member/Parent	
Margaret Trembone	Member/Parent	
Ann Tripoli	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

By June 2012, 50% of all Special Education Students in grades 4-5, who are not also categorized as ELLS, will demonstrate progress on the NYS ELA test as evidenced by an increase of at least 50 Scale Score points over their 2011 ELA test results. The remaining 50% of 4th and 5th Grade Special Education students will demonstrate a growth of at least 25 Scale Score Points.

Comprehensive needs assessment

Needs assessment according to the NY State ELA assessment data and trends in progress:

- Special Education Students who took the State ELA in '09-'10 demonstrated a decline of 47 percentage points over their prior years' performance, with only 18% of Special Education students attaining a Level 3 or Level 4 on the State ELA, as compared to 65% attaining State Performance standards in '08-'09. This trend continued into the '10-'11 school year, with only 14% of 4th and 5th grade Special Education students attaining State Performance Standards, an additional decline of four percentage points.

Needs assessment according to the 2001-2011 Progress Report:

(Target Areas of the Educational Program that need to be strengthened or redesigned)

- According to the 2010-11 NYC Progress Report, PS 54 did not receive any *Points Earned* for Closing the Achievement Gap in the category of *English* for our Self-Contained, CTT and SETSS Special Education students. This precipitous decline in ELA Test Scores, and a lack of *Points Earned* on the Progress Report, signifies an immediate need to focus our instructional strategies and activities towards reversing this negative trend. Goal #1 signifies the need to raise State ELA performance for our current 4th and 5th grade Special Education students, as well as to increase student achievement for the remainder of our Special Education population.

Needs assessment according to the 2001-2011 Quality Review, recommendations include:

- As stated in the 2010-2011 Quality Review: **Identify and align school curricula with key standards to raise outcomes for both high and low achieving students.** The school has not identified key standards to emphasize in all classes, thereby reducing efforts to further close the achievement gap as evidenced in recent progress report scores
- As stated in the 2010-2011 Quality Review: **Align teacher and teacher team assessments to chosen key standards to effectively measure progress and adjust instruction at the team and classroom levels to accelerate outcomes for all students.** Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Therefore, teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.
- As stated in the 2010-2011 Quality Review: **Design a uniform protocol for learning walks to provide a common lens that enables teachers to observe exemplary practices, reflect upon the quality of their practice and embed a coherent school culture.** Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.
- As stated in the 2010-2011 Quality Review: **Refine action planning by linking all school action plans to interim goals and targeted benchmarks to establish a cohesive system for measuring progress, expediting revisions and maximizing impact.** School action plans are established during the annual planning process and generally use measurable targets as the annual goal in the identified areas of improvement. Benchmarks measuring progress towards these goals at specific intervals during the school year are not indicated for the school's current math goals. The lack of these structures hampers the school's ability to determine the effectiveness of their actions along the way to allow for contingencies and to make timely adjustments to improve outcomes. It also limits the school's ability to align planning from one year to the next.

- ***Barriers to continuous achievement:***

-**Budget cuts**: Due to additional Budget Cuts this current '11-'12 school year, our classrooms are overcrowded, with some teachers servicing over thirty students. In addition, monies previously allocated for Academic Intervention Services (AIS) have been eliminated. Fundraising, Grants and creative programming has somewhat helped to alleviate the lack of funding.

-**Reading Program**: Over the past seven years, PS 54 has not had a comprehensive Reading Program that is aligned with the NY State Standards, and is consistent across classes and grades. This year, we have purchased the Houghton Mifflin Journeys Program, which contains a comprehensive intervention component for our Special Education population.

-**Technology**: The maintenance and upkeep of our technical equipment, including lap-tops and Smart-boards has been challenging. This year, through a generous grant from Councilman Otto's office, we have obtained two rolling carts of laptops for our students use. However, additional support with the acquisition of updated technology is urgently needed.

- **Space**: 12:1:1 Special education students had been housed in half size classrooms. The group dynamics associated with differentiated learning needs necessitates the utilization of a regular sized classroom. This year we have relocated our Grades 4/5 12:1:1 Special Education students into a full-sized classroom in the hope of alleviating this problem for this particular group of students. However, our two remaining 12:1:1 classes are still in need of larger quarters.

-**Physical Education**: The student cafeteria is also the gymnasium. This seriously eliminates the number of classes who are able to use the gym and the efficacy of the Fitnessgram. This year we have offered our teachers Professional Development, sponsored by the NYC Department of Health. This Professional Development offers teachers resources and the knowledge to teach Physical Education in their own classrooms.

-**School-wide Instructional Focus**: Over the past seven years the instructional focus at PS 54 has evolved

around the Joseph Renzulli Schoolwide Enrichment Model of Education (SEM). As evidenced by the data, his model has not been successful in meeting the academic needs of our Special Education students. This 2011-2012 school year we have changed our vision to reflect the instruction needs of all our students.

Instructional strategies/activities

Classroom Strategies and Activities

- The Journeys Reading Program from Houghton Mifflin, which is aligned to the Common Core Standards, will be implemented this year in grades 2-5. The Journeys Reading program contains a component specifically designed for Special Education Students. Progress Monitoring boxes provide direction for struggling readers and assist teachers in tracking student progress. Journeys assessments will enable teachers to recognize areas of success and areas of improvement for each student. Small-group instruction provides support for struggling readers. Leveled Readers provide comprehension and vocabulary support for at-risk students.
- **Timeline for Journeys:** Assessments are given monthly after each unit. These monthly assessments are differentiated for all learners. Results from these assessments will drive classroom instruction and Teacher Team agendas. AIS teachers who work with at-risk students will use this data to drive their intervention throughout the school year.
- Special Education teachers will utilize Developmental Reading Assessment (DRA) and/or Writing and Reading Assessment Profile (WRAP) to determine student growth in both decoding skills and reading comprehension levels, by monitoring progress within the benchmarks of the Monitoring for Results assessment system. As indicated through the establishment of Triennial Interim Benchmarks, students will demonstrate growth of at least two Fountas and Pinnell Reading Levels in each benchmark period for Grade 4 and 5 Special Education students. All literacy instruction for students who do not achieve benchmark growth as indicated by their initial benchmark outcomes, will be reevaluated for its effectiveness, and alternate, differentiated instructional strategies, determined by students' individualized learning needs, will be implemented for these students.
- 4th and 5th Grade Special Education students will be assessed triennially utilizing the Scantron Performance Series assessment, and mid-year utilizing the Acuity Predictive assessment. Special Education teachers will analyze results through the review of the Suggested Learning Objectives Not Attained on the Scantron Performance Series and Item Analysis Incorrect Responses on the Acuity Predictive. State ELA assessments results from the prior

year, as well as ongoing informal teacher assessments, including looking at student work, observing reading behaviors, and conferencing. These instruments will also be utilized for the determination of the progress of 4th and 5th grade Special Education students towards meeting the State Standards.

- All 4th and 5th Grade Special Education students, in collaboration with their teachers, will formulate specific instructional goals based on their individual needs. They will maintain their goals on a goal sheet which will accompany them both while in school and at home. These goals will be monitored and revised throughout the school year.
- Special Education teachers will utilize Multiple Intelligences Profiles to group students according to specific instructional needs.

Schoolwide Strategies and Activities

- During Teacher Team Meetings, areas of improvement as indicated by the Journeys assessment will be discussed and strategies will be determined that will focus on the issue(s) being addressed by the teacher team for that cycle.
- **Timeline for DRA/WRAP**: Students are assessed individually in September, December, March and June. Results from these assessments will drive future instruction and Teacher Team agendas.
- Those students stated above who did not make sufficient progress will be targeted at Teacher Team Meetings. Strategies for improvement will be designed for these students collaboratively by all teachers on the grade.
- Using teaching strategies developed by the Teacher Teams, the AIS teacher will work with targeted students in small groups (6:1) concentrating on the areas of improvement as identified by the assessment tools. These groups will meet five times a week for 35 minutes per day.
- A member of the PS 54 Inquiry Team will push into the special education classrooms on a weekly rotating basis. During this time, they will assist in facilitating the learning: assisting the teacher in the formation of small groups based upon data, differentiating lessons based upon need, modeling lessons and lending support to the classroom teacher to help meet the needs of the students in the classroom.
- The PS 54 Data Specialist and The Inquiry Team will assist Teacher Teams in the tracking of students' ELA progress throughout the year through the utilization of all available data, including the **Scantron Performance Series Gains Reports** and **Acuity Predictive** assessments, and will collaborate with teachers on data interpretation for the purpose of planning instruction.
- Special Education teachers will utilize ARIS to analyze demographics, periodic assessments and to track student growth in order to implement instructional strategies aligned with students' needs. Planning will take place during

teachers' preparation periods and weekly Teacher Team meetings. Students who are identified as not exhibiting significant growth toward the annual goal will be reevaluated for alternate instructional strategies.

- SETTS teacher is pushing into our 12:1:1 fourth and fifth grade class three times a week for one period. She is providing instruction in the Wilson/Ortho-Gillingham method for teaching reading.
- SES Funding, which at this time is still in the planning stages, will be utilized to secure tutoring for all qualified students in grades 3-5.

Strategies to increase parental involvement:

PS 54 will support parents in understanding academic standards and assessments and how to partner with parents in their child's education by providing professional development opportunities (times will be scheduled so that the majority of parents can attend). These workshops will introduce our parents of Special Education students to strategies they can use to partner with teachers and assist their children in their learning;

Academic Workshops

- Wilson Foundations Workshops for parents – grades K-1 Sept and Oct 2011
- Kindergarten “Homework Help” Workshops - (ongoing throughout the year)
- Pre-K Family Literacy Events (ongoing throughout the year)
- Pre-K – It’s Not Just Play - October 2011
- Pre-K – What is Early Literacy? - December 2011
- Getting the Most Out of Parent Teacher Conference - November 5, 2011
- Middle School Information Meeting- December 2011
- Introducing the Common Core Standards - December 2011
- Introducing our Journeys Reading Series - December 2011
- Fostering Rich Literacy at Home - February 2012
- Family Math Night - March 2012
- Family Science Night - April 2012
- Social Studies Family Night - May 2012
- Helping Children Succeed During the Summer Break - May 2012

- Adult ESL - (throughout the school year Mon-Wed 8:30 a.m.)

Parenting Workshops

- Nutrition and Healthy Development of Young Children Nov 2011
- Managing Difficult Behavior in Children March 2012
- PS 54 schedules Parent Workshops both during the day and after school. The PTA schedules informative and instructional parent workshops in the evening as well. In addition, suggestions for improving student performance are discussed at monthly PTA meetings and School Leadership Team meetings.
- Two parents of Special Education students attend the district Title I meetings and turnkey information to the school community.
- Open Access Library affords the opportunity for students to use the library after school hours with their parents. The library teacher conducts *Story Hour* and engages the students in literature-based activities.
- Title I funds allocated for parent involvement are utilized to maintain computers which are available for students and parents to access any literature based website or activity.
- During Parent Teacher Conferences Parents hold a *Gently Used Book Fair*, and encourage other parents to buy low-cost books to read with their children.

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of teachers at PS 54 are Highly Qualified.
- To keep these Highly Qualified Special Education Teachers, quality professional development has been scheduled. For example, interschool visitations to PS 42 are scheduled for our 2nd, 3rd, 4th, and 5th grade Special Education teachers. They will observe PS 42R (31R042) teachers, including a CIT class, conducting their Reader's Workshop while using the Intervention components of the Journeys Program. Afterwards they will debrief and discuss best practices and strategies for using Journeys. In addition, Kindergarten teachers, including teachers of Special Education students, are scheduled to visit PS 38R (31R038) where they will engage in observations of model Kindergarten classes. Professional Development, utilizing Houghtin-Mifflin coaches and professional development from reputable vendors (TBD) are scheduled as well. We are also trying to secure funding to fire an "F" Status retired Literacy Coach to support our teachers of at-risk students within the classroom.
- Special Education teachers are given the opportunity to make decisions for the school regarding curriculum by

being part of our Instructional Team. Teacher Teams afford the opportunity for teachers to collaborate together, discuss best practices, make decisions regarding instruction, and align lessons to the Core Curriculum. Teachers on the Leadership Team are directly involved in writing the CEP. Highly qualified teachers on the Inquiry Team will push into classrooms to facilitate in the learning by assisting the classroom teacher in the formation of small groups based on the data, differentiating the lessons based on student need, modeling lessons, and lending support to the classroom teacher to help meet the needs of all students in the class.

- Master Special Education teachers are given the opportunity to share their knowledge and expertise by mentoring student teachers and student observers from St. John's University, College of Staten Island, Touro College, and Aldephi University.

Service and program coordination

- SES afterschool program which will target Students with Disabilities
- Students from Susan Wagner will provide small group tutoring after school for selected students
- Reading Volunteers will work with selected special education students one time per week for 30 minutes.
- Utilization of SBO (37.5) extended day to schedule 1:1 Academic Intervention from 9:00 – 9:35 utilizing our **Content Area Specialists Teachers.**

Budget and resources alignment

- Funding for the Inquiry Team will be satisfied from money set aside in **Galaxy for School Inquiry Teams** in the amount of **\$6,000**. These funds will be used for Preparation Period Coverages.
- Funding for the Data Specialist will be satisfied from money set aside in **Galaxy for School Data** in the amount of **\$2215.00**. These funds will be scheduled for supervisory per session.
- **NYSTL** funds in the amount of **\$19,428** were used to purchase the Journeys Reading Program.
- Utilization of SBO (37.5) extended day to schedule 1:1 Academic Intervention from 9:00 – 9:35 utilizing our **Content Area Specialists Teachers.**

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

By June 2012, 50% of our English Language Learners (ELLs) in grades 4-5, who are not also categorized as Special Education (IEP) students, and who are eligible to take the state test, will demonstrate progress on the NYS ELA exam. This will be evidenced by an increase of at least 50 Scale Score points over their 2011 ELA results, with the remaining 50% of 4th and 5th grade ELLs demonstrating a growth of at least 25 Scale Score Points.

Comprehensive needs assessment

Needs assessment according to the NY State ELA assessment data and trends in progress:

- English Language Learners who took the State ELA in '09-'10 demonstrated a decline of 25 percentage points, with the percent of students achieving a Standards Level 3 or 4, declining from 67% in '08-'09 to 42% in '09-'10. This trend continued into the '10-'11 school year, with an even steeper decline in test scores, resulting in only 6% of 4th and 5th grade English Language Learners attaining State Performance Standards in ELA.

Needs assessment according to the 2001-2011 Progress Report:

(Target Areas of the Educational Program that need to be strengthened or redesigned)

- In addition, according to the 2010-11 NYC Progress Report, PS 54 did not receive any *Points Earned* for Closing the Achievement Gap in the category of *English* for our English Language Learners. This precipitous decline in ELA Test Scores, and a lack of *Points Earned* on the Progress Report, signifies an immediate need to focus our instructional strategies and activities towards reversing this negative trend. Goal #2 signifies the need to raise State ELA performance for our current 4th and 5th grade English Language Learners, as well as to increase student achievement for the remainder of our ELL population

***Needs assessment according to the 2001-2011 NYSESLAT Results:
(Target Areas of the Educational Program that need to be strengthened or redesigned)***

- A review of 2010-2011 New York State Second Language Achievement Test (NYSESLAT) Combined Modality Report reveals that in 2011, grades one through five all scored a Level Intermediate (I) or higher on the Listening and Speaking component of the NYSESLAT. The numbers also reveal that the greatest level of proficiency is in the area of listening and speaking.
- In the areas of Reading and Writing, 13 total students scored a Beginning (B) level in 2011, 16 total students scored a Beginning (B) level in 2010, 12 in 2009, and 11 in 2008. This pattern indicates that our ELL students have consistently scored lower in Reading and Writing than in Listening and Speaking on their NYSESLAT assessments.
- NYSESLAT trends have indicated that Listening and Speaking have consistently shown a much higher level of proficiency as opposed to Reading and Writing. We would like to see more overall growth in reading and writing in our next year's NYSESLAT data report. We are confident that our new reading and writing series, Houghton Mifflin Harcourt Journeys, will help our ELLs grow in the above areas. The series has a strong ELL component and uses a scaffold technique to reach out to ELLs. We hope this series also helps build literacy and writing skills for the New York State Reading Test as well.
- In regards to students being tested using the LAB-R, all our newcomers, a vast majority were kindergarteners. 46 Kindergarten students were tested, 1 first grader, one fourth grader, and two 5th graders. After being tested, 15 kindergarteners qualified for ESL services. Of the 15 students, 3 are beginning/intermediate level, and 12 are advanced level ESL students.

We anticipate that our after-school Title III Program will offer our ELLS the additional instructional support they need to succeed.

Needs assessment according to the 2001-2011 Quality Review, recommendations include:

- As stated in the 2010-2011 Quality Review: ***Identify and align school curricula with key standards to raise outcomes for both high and low achieving students.*** The school has not identified key standards to emphasize in all classes, thereby reducing efforts to further close the achievement gap as evidenced in recent progress report scores.
- As stated in the 2010-2011 Quality Review: ***Align teacher and teacher team assessments to chosen key standards to effectively measure progress and adjust instruction at the team and classroom levels to accelerate outcomes for all students.*** Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Therefore, teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.
- As stated in the 2010-2011 Quality Review: ***Design a uniform protocol for learning walks to provide a common lens that enables teachers to observe exemplary practices, reflect upon the quality of their practice and embed a coherent school culture.*** Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.
- As stated in the 2010-2011 Quality Review: ***Refine action planning by linking all school action plans to interim goals and targeted benchmarks to establish a cohesive system for measuring progress, expediting revisions and maximizing impact.*** School action plans are established during the annual planning process and generally use measurable targets as the annual goal in the identified areas of improvement. Benchmarks measuring progress towards these goals at specific intervals during the school year are not indicated for the school's current math goals. The lack of these structures hampers the school's ability

to determine the effectiveness of their actions along the way to allow for contingencies and to make timely adjustments to improve outcomes. It also limits the school's ability to align planning from one year to the next.

- **Barriers to continuous achievement:**

-**Budget cuts:** Due to additional Budget Cuts this current '11-'12 school year, our classrooms are overcrowded, with some teachers servicing over thirty students. We are unable to hire a third full-time ESL teacher whom we need to service all of our students' mandated minutes of ESL instruction, rather we hired an F-Status ESL teacher who services our students one full day per week. In addition, monies previously allocated for Academic Intervention Services (AIS) have been eliminated. Our ELL students, who are also categorized as Special Education, are suffering due to this cut in funding. Fundraising, Grants and creative programming has somewhat helped to alleviate the lack of funding.

-**Reading Program:** Over the past seven years, PS 54 has not had a comprehensive Reading Program that is aligned with the NY State Standards, and is consistent across classes and grades. This year, we have purchased the Houghton Mifflin Journeys Program, which contains a comprehensive intervention component for our ELL population.

-**Technology:** The maintenance and upkeep of our technical equipment, including lap-tops and Smart-boards has been challenging. This year, through a generous grant from Councilman Otto's office, we have obtained two rolling carts of laptops for our students use. However, additional support with the acquisition of updated technology is urgently needed.

-**Physical Education:** The student cafeteria is also the gymnasium. This seriously eliminates the number of classes who are able to use the gym and the efficacy of the Fitnessgram. This year we have offered our teachers Professional Development, sponsored by the NYC Department of Health. This Professional Development offers teachers resources and the knowledge to teach Physical Education in their own classrooms.

-**School-wide Instructional Focus:** Over the past seven years the instructional focus at PS 54 has evolved

around the Joseph Renzulli Schoolwide Enrichment Model of Education (SEM). As evidenced by the data, his model has not been successful in meeting the academic needs of our ELL students. This 2011-12 school year we have changed our vision to reflect the instruction needs of all our students.

Instructional strategies/activities:

Classroom Strategies and Activities

- The Journey Reading Program from Houghton Mifflin which is aligned to the Common Core Standards will be implemented in grades 3-5. This program contains a component specifically designed for English Language Learners. *Write-In Readers* provide intervention for readers who struggle. *Reading Tool Kits* provide targeted skill-based intervention. Teachers will align these ESL strategies to the individual students and their profiles. Journeys assessments will enable teachers to recognize areas of success and areas of improvement for each student.
- **Timeline for Journeys**: ESL Teachers will track Journeys assessment data to design a comprehensive instruction program for each ELL student. Assessments are given monthly after each unit. In addition to differentiated and individualized ELL instruction, results from these monthly assessments will drive future instruction and Teacher Team agendas.
- Classroom Teachers of English Language Learners and ESL Teachers will utilize Developmental Reading Assessment (DRA) and/or Writing and Reading Assessment Profile (WRAP) to determine student growth in both decoding skills and reading comprehension levels, by monitoring progress within the benchmarks of the Monitoring for Results assessment system. As indicated through the establishment of Triennial Interim Benchmarks, students will demonstrate growth of at least two Fountas and Pinnell Reading Levels in each benchmark period for Grades 4 and 5 English Language Learners. All literacy instruction for students who do not achieve benchmark growth as indicated by their initial benchmark outcomes, will be reevaluated for its effectiveness, and alternate, differentiated instructional strategies, determined by students' individualized learning needs, will be implemented for these students.
- Classroom Teachers of English Language Learners and ESL Teachers will utilize Developmental Reading Assessment (DRA) and/or Writing and Reading Assessment Profile (WRAP) to determine student growth in both decoding skills and reading comprehension levels, by monitoring progress within the benchmarks of the Monitoring for Results assessment system. As indicated through the establishment of Triennial Interim Benchmarks, students will demonstrate growth of at least two Fountas and Pinnell Reading Levels in each

benchmark period for Grades 4 and 5 English Language Learners. All literacy instruction for students who do not achieve benchmark growth as indicated by their initial benchmark outcomes, will be reevaluated for its effectiveness, and alternate, differentiated instructional strategies, determined by students' individualized learning needs, will be implemented for these students.

- Classroom Teachers of English Language Learners and ESL Teachers will utilize Developmental Reading Assessment (DRA) and/or Writing and Reading Assessment Profile (WRAP) to determine student growth in both decoding skills and reading comprehension levels, by monitoring progress within the benchmarks of the Monitoring for Results assessment system. As indicated through the establishment of Triennial Interim Benchmarks, students will demonstrate growth of at least two Fountas and Pinnell Reading Levels in each benchmark period for Grades 4 and 5 English Language Learners. All literacy instruction for students who do not achieve benchmark growth as indicated by their initial benchmark outcomes, will be reevaluated for its effectiveness, and alternate, differentiated instructional strategies, determined by students' individualized learning needs, will be implemented for these students.
- 4th and 5th Grade English Language Learners will be assessed triennially utilizing the Scantron Performance Series assessment, and mid-year utilizing the Acuity Predictive assessment. Classroom teachers and ESL teachers will analyze results through the review of the Suggested Learning Objectives Not Attained on the Scantron Performance Series and Item Analysis Incorrect Responses on the Acuity Predictive. State ELA assessments results from the prior year, **NYSESLAT** results, as well as ongoing informal teacher assessments, including looking at student work, observing reading behaviors, and conferencing. These instruments will also be utilized for the determination of the progress of 4th and 5th grade English Language Learners towards meeting the State Standards.
- ELL students, in collaboration with their teachers, will formulate specific instructional goals based on their areas in need of improvement. They will maintain their goals on a Goals sheet which will accompany them both in school and at home. These goals will be monitored and revised throughout the school year.
- Title III Funding, which at this time is still in the planning stages, will be utilized to secure tutoring for all ELL students in grades 3-5.
- SES Funding, which at this time is still in the planning stages, will be utilized to secure tutoring for all qualified students in grades 3-5.

Schoolwide Strategies and Activities

- During Teacher Team Meetings, areas of improvement as indicated by the Journeys assessment will be discussed and strategies will be determined that will focus on the issue(s) being addressed by the teacher team for that cycle.
- **Timeline for DRA/WRAP:** Students are assessed individually in September, December, March, and June. Results from these assessments will drive future instruction and Teacher Team agendas.
- Those students stated above who did not make sufficient progress will be targeted at Teacher Team Meetings. Strategies for improvement will be designed for these students collaboratively by all teachers on the grade and the ESL Teacher.
- Using teaching strategies developed by the Teacher Teams and the ESL Teacher, the AIS teacher will work with targeted students in small groups (6:1) concentrating on the areas of improvement as identified by the assessment tools. These groups will meet five times a week for 35 minutes per day.
- A member of the PS 54 Inquiry Team will push into the classrooms containing English Language Learners on a rotating basis. During this time, they will assist in facilitating the learning: assisting the teacher in the formation of small groups based upon data, differentiating lessons based upon need, modeling lessons and lending support to the classroom teacher to help meet the needs of the English Language Learners in the classroom.
- Student **ARIS** reports with reveal student demographics and **NYSESLAT** assessments will be analyzed by classroom teachers, ESL teachers, Teacher Teams and members of the Inquiry Team throughout the school year. Small group and/or individualized differentiated instruction based on these assessment results will take place daily.
- **Meeting Success**, an afterschool program will be implemented for **English Language Learners**. This program will meet twice a week for one hour and is an extension of the school day. Collaboration between the classroom teacher, ESL teacher and after school teacher will provide individual teaching strategies based upon the students' areas of improvement as indicated by various assessment tools. Journeys ELL Component will be used in this afterschool program to provide continuity to the overall education plan for English Language Learners..
- SES small group tutoring will provide 36-50 hours of tutorial instruction for children who are entitled to free lunch.

Strategies to increase parental involvement:

- Community Based Organization, Jewish Community Center will offer classes in English as a Second Language to parents for one hour per week beginning December 2011.

- Teachers in the Meeting Success Program will meet with parents periodically to inform parents of student progress while giving suggestions and materials for assisting their child in reading and math.
- ESL teachers meet with parents to inform them of the programs available to students at PS 54. These teachers also explain various assessments such as NYSESLAT and LAB-R.
 - ***PS 54 will support parents in understanding academic standards and assessments and how to partner with parents in their child's education by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);***

Academic Workshops

- Wilson Foundations Workshops for parents – grades K-1 Sept and Oct 2011
- Kindergarten “Homework Help” Workshops - (ongoing throughout the year)
- Pre-K Family Literacy Events (ongoing throughout the year)
- Pre-K – It’s Not Just Play - October 2011
- Pre-K – What is Early Literacy? - December 2011
- Getting the Most Out of Parent Teacher Conference - November 5, 2011
- Middle School Information Meeting- December 2011
- Introducing the Common Core Standards - December 2011
- Introducing our Journeys Reading Series - December 2011
- Fostering Rich Literacy at Home - February 2012
- Family Math Night - March 2012
- Family Science Night - April 2012
- Social Studies Family Night - May 2012
- Helping Children Succeed During the Summer Break - May 2012
- Adult ESL - (throughout the school year Mon-Wed 8:30 a.m.)

Parenting Workshops

- Nutrition and Healthy Development of Young Children Nov 2011
- Managing Difficult Behavior in Children March 2012

- PS 54 schedules Parent Workshops both during the day and after school. The PTA schedules informative and

instructional parent workshops in the evening as well. In addition, suggestions for improving student performance are discussed at monthly PTA meetings and School Leadership Team meetings. Our trilingual Parent Coordinator serves as a liaison between English and non-English speaking parents.

- Open Access Library affords the opportunity for students to use the library after school hours with their parents. The library teacher conducts *Story Hour* and engages the students in literature-based activities.
- Title I funds allocated for parent involvement are utilized to maintain computers which are available for students and parents to access any literature based website or activity.
- During Parent Teacher Conferences Parents hold a *Gently Used Book Fair*, and encourage other parents to buy low-cost books to read with their children.

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of teachers at PS 54 are Highly Qualified.
- To keep these Highly Qualified Teachers quality professional development has been scheduled. For example, interschool visitations to PS 42 are scheduled for our 2nd, 3rd, 4th, and 5th grade teachers. Our ESL Teachers will observe PS 42R (31R042) teachers conducting their Reader's Workshop while utilizing the Journeys ESL Intervention component of the Journeys Program. Afterwards they will debrief and discuss best practices and strategies for using Journeys. In addition, Kindergarten teachers are scheduled to visit PS 38R (31R038) where they will engage in observations of model Kindergarten classes. Professional Development, utilizing Houghtin-Mifflin coaches and professional development from reputable vendors (TBD) are scheduled as well. We are also trying to secure funding to hire an "F" Status retired Literacy Coach to support our teachers within the classroom.
- ESL Teachers are given the opportunity to make decisions for the school regarding curriculum by being part of our Instructional Team. Teacher Teams afford the opportunity for teachers to collaborate together, discuss best practices, make decisions regarding instruction, and align lessons to the Core Curriculum. Teachers on the Leadership Team are directly involved in writing the CEP. Highly qualified teachers on the Inquiry Team will push into classrooms to facilitate in the learning by assisting the classroom teacher in the formation of small groups based on the data, differentiating the lessons based on student need, modeling lessons, and lending support to the classroom teacher to help meet the needs of all students in the class.
- Master ESL teachers are given the opportunity to share their knowledge and expertise by mentoring student

teachers and student observers from St. John's University, College of Staten Island, Touro College, and Aldephi University.

Service and program coordination

- SES afterschool program which will target English Language Learners
- Compass Group (a division of the Pencil Partnership) will offer programs for English Language Learners and their parents.
- The neighborhood Jewish Community Center is beginning an ESL class for adults. This class will meet twice a week for one hour at PS 54. This connection will better able the parents to help their children at home.
- Meeting Success After School Program will service the instructional needs of grade 2-5 ELLS. Title III Funding will fund this program.

Budget and resources alignment

- **Title III** funds in the amount of **\$11,200.00** will be used to fund per session for four teachers in an afterschool program for English Language Learners. Five teachers will be paid for 31 hours each for a total of **\$7750.00**. The remaining **\$3450.00** will be used to purchase **Options Just Right Intervention** program.
- Funding for the Inquiry Team will be satisfied from money set aside in **Galaxy for School Inquiry Teams** in the amount of **\$6,000**. These funds will be used for Preparation Period Coverages.
- Funding for the Data Specialist will be satisfied from money set aside in **Galaxy for School Data** in the amount of **\$2215.00**. These funds will be scheduled for supervisory per session..
- Utilization of SBO (37.5) extended day to schedule 1:1 Academic Intervention from 9:00 – 9:35 utilizing our **Content Area Specialists Teachers**.
- Parent Coordinator is instrumental in coordinating programs such as English as a Second Language for Adults, technology workshops to navigate ARIS and technology workshops for Raz-Kids which is a computer based leveled reading program. These workshops for ELL families support student learning within English Language Arts.
- **NYSTL** funds in the amount of **\$19,428** were used to purchase the Journeys Reading Program.

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

By June 2012, 25% of all 4th and 5th grade General Education students, who scored lower than a Performance Standards Level 3 on the 2011 NYS ELA, will attain a score of at least a Level 3 on the 2012 ELA test, with the remaining 75% of all 4th and 5th grade General Education students demonstrating a growth of at least 50 Scale Score points.

Comprehensive needs assessment

Needs assessment according to the NY State ELA assessment data and trends in progress:

- Over the past three years, the English Language Arts (ELA) performance of all 4th and 5th grade students has steadily declined, with the percent of students achieving a Level 3 or Level 4 initially falling from 86% in '08-'09, to 69% in '09-'10. ELA performance during the 2010-2011 school year demonstrated an even further decline of ten percentage points, declining from 69% of students meeting New York State ELA Performance Standards in '09-'10, to 59% this past 2010-2011 school year

Needs assessment according to the 2001-2011 Progress Report:

(Target Areas of the Educational Program that need to be strengthened or redesigned)

- According to the 2010-11 NYC Progress Report, PS 54 received an F in Progress and a D in Student Performance, with an overall D Grade. PS 54 declined in all areas of Student Progress, Student Performance and School Environment, securing a total of only 18.6 points of a possible 100. This precipitous decline in ELA Test Scores, and a lack of overall growth in all areas of the Progress Report, signifies an immediate need to focus our instructional strategies and activities towards reversing this negative trend. Goal #3 signifies the need to raise State ELA performance for our current 4th and 5th grade General Education students, as well as to increase student achievement for the remainder of our PS 54 school population.

Needs assessment according to the 2001-2011 Quality Review, recommendations include:

- As stated in the 2010-2011 Quality Review: **Identify and align school curricula with key standards to raise outcomes for both high and low achieving students.** The school has not identified key standards to emphasize in all classes, thereby reducing efforts to further close the achievement gap as evidenced in recent progress report scores.
- As stated in the 2010-2011 Quality Review: **Align teacher and teacher team assessments to chosen key standards to effectively measure progress and adjust instruction at the team and classroom levels to accelerate outcomes for all students.** Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Therefore, teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.
- As stated in the 2010-2011 Quality Review: **Design a uniform protocol for learning walks to provide a common lens that enables teachers to observe exemplary practices, reflect upon the quality of their practice and embed a coherent school culture.** Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.
- As stated in the 2010-2011 Quality Review: **Refine action planning by linking all school action plans to interim goals and targeted benchmarks to establish a cohesive system for measuring progress, expediting revisions and maximizing impact.** School action plans are established during the annual planning process and generally use measurable targets as the annual goal in the identified areas of improvement. Benchmarks measuring progress towards these goals at specific intervals during the school year are not indicated for the school's current math goals. The lack of these structures hampers the school's ability to determine the effectiveness of their actions along the way to allow for contingencies and to make timely adjustments to improve outcomes. It also limits the school's ability to align planning from one year to the next.

- ***Barriers to continuous achievement:***

-**Budget cuts**: Due to additional Budget Cuts this current '11-'12 school year, our classrooms are overcrowded, with some teachers servicing over thirty students. In addition, monies previously allocated for Academic Intervention Services (AIS) have been eliminated. Our General Education students, who require additional support to succeed, are suffering due to this cut in funding. Fundraising, Grants and creative programming has somewhat helped to alleviate the lack of funding.

-**Reading Program**: Over the past seven years, PS 54 has not had a comprehensive Reading Program that is aligned with the NY State Standards, and is consistent across classes and grades. This year, we have purchased the Houghton Mifflin Journeys Program, which contains a comprehensive intervention component for our General Education population.

-**Technology**: The maintenance and upkeep of our technical equipment, including lap-tops and Smart-boards has been challenging. This year, through a generous grant from Councilman Otto's office, we have obtained two rolling carts of laptops for our students use. However, additional support with the acquisition of updated technology is urgently needed.

-**Physical Education**: The student cafeteria is also the gymnasium. This seriously eliminates the number of classes who are able to use the gym and the efficacy of the Fitnessgram. This year we have offered our teachers Professional Development, sponsored by the NYC Department of Health. This Professional Development offers teachers resources and the knowledge to teach Physical Education in their own classrooms.

-**School-wide Instructional Focus**: Over the past seven years the instructional focus at PS 54 has revolved around the Joseph Renzulli School wide Enrichment Model of Education (SEM). As evidenced by the data, this model has not been successful in meeting the academic needs of our students. This 2011-12 school year, we have changed our vision to reflect the instructional needs of all our students.

Instructional strategies/activities:

- The Journey Reading Program from Houghton Mifflin, which is aligned to the Common Core Standards, will be implemented for all students in grades 2-5. This program supports Common Core by emphasizing explicit, systematic instruction. It uses a variety of meaningful resources and activities suited to the different types of learners. In addition, Journeys is a complete ELA Program, servicing all areas of Reading, Writing and Word Work. Instruction is developmental, differentiated and scaffolds instruction according to student progress. Journeys assessments will enable teachers to recognize areas of success and areas of improvement for each student.
- Timeline for Journeys: Assessments are given monthly after each unit. These monthly assessments are differentiated for all learners. Results from these assessments will drive future instruction and Teacher Team agendas. Instruction will be differentiated based on the results of these assessments.
- During Teacher Team Meetings, areas of improvement as indicated by the Journeys assessment will be discussed and strategies will be determined that will focus on the issue(s) being addressed by the teacher teams for that cycle.
- Classroom Teachers will utilize Developmental Reading Assessment (DRA) and/or Writing and Reading Assessment Profile (WRAP) to determine student growth in both decoding skills and reading comprehension levels, by monitoring progress within the benchmarks of the Monitoring for Results assessment system. As indicated through the establishment of Triennial Interim Benchmarks, students will demonstrate growth of at least two Fountas and Pinnell Reading Levels in each benchmark period for Grades 4 and 5. All literacy instruction for students who do not achieve benchmark growth as indicated by their initial benchmark outcomes, will be reevaluated for its effectiveness, and alternate, differentiated instructional strategies, determined by students' individualized learning needs, will be implemented for these students.
- Timeline for DRA/WRAP: Students are assessed individually in September, December, March, and June. Results from these assessments will drive future instruction and Teacher Team agendas.
- Those students stated above whom did not make sufficient progress will be targeted at Teacher Team Meetings. Strategies for improvement will be designed for these students collaboratively by all teachers on the grade.
- Using teaching strategies developed by the Teacher Teams, the AIS teacher will work with targeted students in small groups (6:1) concentrating on the areas of improvement as identified by the assessment tools. These groups will meet five times a week for 35 minutes per day.

- A member of the PS 54 Inquiry Team will push into the classrooms on a rotating basis. During this time, they will assist in facilitating the learning: assisting the teacher in the formation of small groups based upon data, differentiating lessons based upon need, modeling lessons and lending support to the classroom teacher to help meet the needs of all students in the classroom. The knowledge of promising practices acquired during these times will be shared with Teacher Teams, in an effort to bring positive systemic change to our school community.
- 4th and 5th Grade general education students will be assessed triennially utilizing the Scantron Performance Series assessment, and mid-year utilizing the Acuity Predictive assessment. Classroom teachers will analyze results through the review of the Suggested Learning Objectives Not Attained on the Scantron Performance Series and Item Analysis Incorrect Responses on the Acuity Predictive, as well as ongoing informal teacher assessments, including looking at student work, observing reading behaviors, and conferencing. These instruments will also be utilized for the determination of the progress of 4th and 5th grade students towards meeting the State Standards.
- All 4th and 5th Grade students, in collaboration with their teachers, will formulate specific instructional goals based on their individual needs. They will maintain their goals on a goal sheet which will accompany them both while in school and at home. These goals will be monitored and revised throughout the school year.
- The PS 54 Data Specialist and The Inquiry Team will assist Teacher Teams in the tracking of students' ELA progress throughout the year through the utilization of all available data, including the **Scantron Performance Series Gains Reports** and **Acuity Predictive** assessments, and will collaborate with teachers on data interpretation for the purpose of planning instruction.
- General Education teachers will utilize ARIS and all in-school data systems, including **Monitoring for Success** and **ECLAS** tracking, to analyze demographics, periodic assessments and to track student growth in order to implement instructional strategies aligned with students' needs. In addition, Planning will take place during teachers' preparation periods and weekly Teacher Team meetings. Students who are identified as not exhibiting significant growth toward the annual goal will be reevaluated for alternate instructional strategies.
- General Education teachers will utilize Multiple Intelligences Profiles to group students according to specific instructional needs.
- Honor Students from Staten Island Tech and Susan Wagner will perform Community Service at PS 54 by tutoring 4th and 5th grade students for one hour a week who did not achieve level 3 on the 2010-2011 ELA exam.
- SES Funding, which at this time is still in the planning stages, will be utilized to secure tutoring for all qualified students in grades 3-5.

Strategies to increase parental involvement:

- ***PS 54 will support parents in understanding academic standards and assessments and how to partner with parents in their child's education by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);***

Academic Workshops

- Wilson Foundations Workshops for parents – grades K-1 Sept and Oct 2011
- Kindergarten “Homework Help” Workshops - (ongoing throughout the year)
- Pre-K Family Literacy Events (ongoing throughout the year)
- Pre-K – It’s Not Just Play - October 2011
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- Getting the Most Out of Parent Teacher Conference - November 5, 2011
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- Helping Children Succeed During the Summer Break - May 2012
- Adult ESL - (throughout the school year Mon-Wed 8:30 a.m.)

Parenting Workshops

- Nutrition and Healthy Development of Young Children Nov 2011
 - Managing Difficult Behavior in Children March 2012
- PS 54 schedules Parent Workshops both during the day and after school. The PTA schedules informative and instructional parent workshops in the evening as well. In addition, suggestions for improving student performance are discussed at monthly PTA meetings and School Leadership Team meetings.

- Open Access Library affords the opportunity for students to use the library after school hours with their parents. The library teacher conducts *Story Hour* and engages the students in literature-based activities.
- Title I funds allocated for parent involvement are utilized to maintain computers which are available for students and parents to access any literature based website or activity.
- During Parent Teacher Conferences Parents hold a *Gently Used Book Fair*, and encourage other parents to buy low-cost books to read with their children.

Strategies for attracting Highly Qualified Teachers (HQT):

- 100% of teachers at PS 54 are Highly Qualified.
- To keep these Highly Qualified Teachers quality professional development has been scheduled. For example, interschool visitations to PS 42 are scheduled for our 2nd, 3rd, 4th, and 5th grade teachers. They will observe PS 42R (31R042) teachers conducting their Reader's Workshop while using the Journeys Program. Afterwards they will debrief and discuss best practices and strategies for using Journeys. In addition, Kindergarten teachers are scheduled to visit PS 38R (31R038) where they will engage in observations of model Kindergarten classes. Professional Development, utilizing Houghton-Mifflin coaches and professional development from reputable vendors (TBD) are scheduled as well. We are also trying to secure funding to hire an "F" Status retired Literacy Coach to support our teachers within the classroom.
- Teachers are given the opportunity to make decisions for the school regarding curriculum by being part of our Instructional Team. Teacher Teams afford the opportunity for teachers to collaborate together, discuss best practices, make decisions regarding instruction, and align lessons to the Core Curriculum. Teachers on the Leadership Team are directly involved in writing the CEP. Highly qualified teachers on the Inquiry Team will push into classrooms to facilitate in the learning by assisting the classroom teacher in the formation of small groups based on the data, differentiating the lessons based on student need, modeling lessons, and lending support to the classroom teacher to help meet the needs of all students in the class.
- Master teachers are given the opportunity to share their knowledge and expertise by mentoring student teachers and student observers from St. John's University, College of Staten Island, Touro College, and Aldephi University.

Service and program coordination

- SES afterschool program which will target students who receive free lunch and who received less than Level 3 on the 2010 – 2011 ELA exam.

Budget and resources alignment

- **NYSTL** funds in the amount of **\$19,428** were used to purchase the Journeys Reading Program.
- Funding for the Inquiry Team will be satisfied from money set aside in **Galaxy for School Inquiry Teams** in the amount of **\$6,000**. These funds will be used for Preparation Period Coverages.
- Funding for the Data Specialist will be satisfied from money set aside in **Galaxy for School Data** in the amount of **\$2215.00**. These funds will be scheduled for supervisory per session..
- Utilization of SBO (37.5) extended day to schedule 1:1 Academic Intervention from 9:00 – 9:35 utilizing our **Content Area Specialists Teachers**.

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

By June 2012, at least 90% of all PS 54 classroom teachers will demonstrate evidence of improved teacher effectiveness, as outlined in Charlotte Danielson's research-based *A Framework for Teaching*. Teacher effectiveness will be evidenced by a support rating of *effective* or higher in the targeted Domains and Elements of Professional Practice, including 1e, 2b, 2d, and 3b, 3c, and 3d. In addition, 90% of all PS 54 classroom teachers will also effectively aligning their teaching with the Common Core Standards in ELA and Math, as evidenced by student work products and portfolios that are reflective of Common Core Standards' expectations.

Comprehensive needs assessment

Needs assessment according to the 2001-2011 Progress Report:

(Target Areas of the Educational Program that need to be strengthened or redesigned)

Research shows that the impact teachers have on student achievement far surpasses all other factors combined. In light of our Progress Report results and our precipitously declining New York State test scores, we feel that strengthening teacher practice will have a positive impact on student achievement.

- According to the '10-11PS 54 Progress Report, our school secured only 18.6 points out of a possible 100. The category most deficient was that of Student Progress, with PS 54 attaining a score of 5.7 of a possible 60, resulting in an "F" in Progress. Additional areas of concern include Student Performance (6.5 of 25) and School Environment (5.9 of 15). In addition, PS 54 only received .5 points of a possible 15 for closing the Achievement Gap.

Needs assessment according to the 2001-2011 PS 54 School Environment Survey:

- The 2010-2011 School Environment Survey revealed that teacher responses indicated a decline in all areas surveyed. According to teachers' responses, points received for Academic Expectations was 7.6 of 10 possible points, Communication was 7.1 of 10, Engagement was 7.1 of 10, and Safety and Respect received 7.4 of 10

possible points. These results indicate a sharp decline from the previous years' survey outcomes. There is an immediate need to engage our teachers in Professional Development that meets their specific professional needs, and to effectively raise the level of our teachers' responses to those reflective of a positive school environment.

Needs assessment according to the 2001-2011 Quality Review, recommendations include:

- As stated in the 2010-2011 Quality Review: ***Identify and align school curricula with key standards to raise outcomes for both high and low achieving students.*** The school has not identified key standards to emphasize in all classes, thereby reducing efforts to further close the achievement gap as evidenced in recent progress report scores.
- As stated in the 2010-2011 Quality Review: ***Align teacher and teacher team assessments to chosen key standards to effectively measure progress and adjust instruction at the team and classroom levels to accelerate outcomes for all students.*** Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Therefore, teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.
- As stated in the 2010-2011 Quality Review: ***Design a uniform protocol for learning walks to provide a common lens that enables teachers to observe exemplary practices, reflect upon the quality of their practice and embed a coherent school culture.*** Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.
- As stated in the 2010-2011 Quality Review: ***Refine action planning by linking all school action plans to interim goals and targeted benchmarks to establish a cohesive system for measuring progress, expediting revisions and maximizing impact.*** School action plans are established during the annual planning process and generally use measurable targets as the annual goal in the identified areas of improvement. Benchmarks measuring progress towards these goals at specific intervals during the school year

are not indicated for the school's current math goals. The lack of these structures hampers the school's ability to determine the effectiveness of their actions along the way to allow for contingencies and to make timely adjustments to improve outcomes. It also limits the school's ability to align planning from one year to the next.

- **Barriers to continuous achievement:**

-**Budget cuts**: Due to additional Budget Cuts this current '11-'12 school year, our classrooms are overcrowded, with some teachers servicing over thirty students. Our teachers, who are trying desperately to differentiate and individualize their instruction to meet the needs of all their students, are suffering due to this cut in funding. In addition, monies previously allocated for Academic Intervention Services (AIS) have been eliminated, thereby eliminating in some cases, additional support in the classroom for our teachers. Fundraising, Grants and creative programming has somewhat helped to alleviate the lack of funding.

-**Reading Program**: Over the past seven years, PS 54 has not had a comprehensive Reading Program that is aligned with the NY State Standards, and is consistent across classes and grades. This year, we have purchased the Houghton Mifflin Journeys Program, which contains a comprehensive scope and sequence, and is directly aligned with the new Common Core Standards. .

-**Technology**: The maintenance and upkeep of our technical equipment, including lap-tops and Smart-boards has been challenging. This year, through a generous grant from Councilman Otto's office, we have obtained two rolling carts of laptops for our students use. However, additional support with the acquisition of updated technology is urgently needed.

-**Physical Education**: The student cafeteria is also the gymnasium. This seriously eliminates the number of classes who are able to use the gym and the efficacy of the Fitnessgram. This year we have offered our teachers Professional Development, sponsored by the NYC Department of Health. This Professional Development offers teachers resources and the knowledge to teach Physical Education in their own classrooms.

-**School-wide Instructional Focus**: Over the past seven years the instructional focus at PS 54 has evolved

around the Joseph Renzulli Schoolwide Enrichment Model of Education (SEM). As evidenced by the data, his model has not been successful in meeting the academic needs of our General Education students. This 2011-2012 school year, we have changed our vision to reflect the instruction needs of all our students.

Instructional strategies/activities

- Formation of a Common Core Curriculum Team. This team attends professional development and turnkeys the information to their colleagues at Teacher Team Meetings, Faculty Meetings, and Common Preparation Periods.
- At Teacher Team Meetings, Common Core Members will guide teachers in aligning their curriculum to the Common Core Standards.
- Administration will introduce and discuss Charlotte Danielson's research-based *A Framework for Teachings'* four Domains and the targeted elements of Professional Practices, at Teacher Team Meetings. Teachers are made aware that Support Visits will be conducted, targeting one specific competency at a time, to improve teaching and ensure that rigorous lessons are being presented to the students.
- Each Support Visit is followed up with a post visit with administration to discuss all aspects of the lesson.
- Interclass visitations are scheduled to view best practices across all grade levels.
- Interschool visitations are scheduled to view best practices across all grade levels.
- Timeline: Charlotte Danielson's Domains and Competencies presented to teachers in October 2011. Support visits are done throughout the school year by administration daily. Common Core Standards were reintroduced to the staff in September 2011. Alignment of these goals to existing curriculum will be done throughout the school year.

Strategies to increase parental involvement

- Common Core Workshop for parents scheduled on November 29th to introduce them to the Common Core Standards and the impact and rigor these standards will have on all areas of instruction.
- Written information regarding the Common Core Standards was distributed to parents. Information about the Common Core Standards is included in our website, PS54 Ladybugs.org.
- Philosophy of Charlotte Danielson is discussed at School Leadership Team Meetings and PTA meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of teachers at PS 54 are Highly Qualified.
- The Principal and Assistant Principal conduct Support Visits daily. During these visits, administrators focus their

observations on a specific Domain and Element of Charlotte Danielson's research-based *A Framework for Teachings*. Visits are conducted in cycles, with a specific element targeted within each cycle. Each visit is followed-up with a Post-Support visit, during which teachers are given supportive feedback on how to improve their teaching practices. This practice allows teachers to collaborate with administration and share best practices in a non-threatening and non-judgmental manner.

- To keep these Highly Qualified Teachers quality professional development has been scheduled. For example, interschool visitations to PS 42 are scheduled for our 2nd, 3rd, 4th, and 5th grade teachers. They will observe PS 42R (31R042) teachers conducting their Reader's Workshop while using the Journeys Program. Afterwards they will debrief and discuss best practices and strategies for using Journeys. In addition, Kindergarten teachers are scheduled to visit PS 38R (31R038) where they will engage in observations of model Kindergarten classes. Professional Development, utilizing Houghton-Mifflin coaches and professional development from reputable vendors (TBD) are scheduled as well. We are also trying to secure funding to hire an "F" Status retired Literacy Coach to support our teachers within the classroom.
- All teachers are given the opportunity to make decisions for the school regarding curriculum by being part of our Instructional Team. Teacher Teams afford the opportunity for teachers to collaborate together, discuss best practices, make decisions regarding instruction, and align lessons to the Core Curriculum. Teachers on the Leadership Team are directly involved in writing the CEP. Highly qualified teachers on the Inquiry Team push into classrooms to facilitate in the learning by assisting the classroom teacher in the formation of small groups based on the data, differentiating the lessons based on student need, modeling lessons, and lending support to the classroom teacher to help meet the needs of all students in the class.
- Master teachers are given the opportunity to share their knowledge and expertise by mentoring student teachers and student observers from St. John's University, College of Staten Island, Touro College, and Aldephi University

Service and program coordination

- Network 405 support to introduce/continue to implement the Danielson Model
- NYC Leadership Academy provides Professional Development to the administration. This professional development helps the administrators fully implement the Danielson model.

Budget and resources alignment

- NYSTL funds were used to purchase Journeys Reading Series. This program also included Professional Development.
- Funding for the Inquiry Team will be satisfied from money set aside in **Galaxy for School Inquiry Teams** in the amount of **\$6,000**. These funds will be used for Preparation Period Coverages.
- Funding for the Data Specialist will be satisfied from money set aside in **Galaxy for School Data** in the amount of **\$2215.00**. These funds will be scheduled for supervisory per session..
- Utilization of SBO (37.5) extended day to schedule 1:1 Academic Intervention from 9:00 – 9:35 utilizing our **Content Area Specialists Teachers**.

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	17	17	N/A	N/A	1	2	1	18
1	33	33	N/A	N/A	4	3	2	28
2	13	13	N/A	N/A	0	4	0	15
3	36	36	N/A	N/A	3	2	1	31
4	55	40	N/A	N/A	5	4	0	33
5	54	37	N/A	7	1	6	0	20
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
<p>ELA</p>	<p>Utilizing in-class small group and 6:1 pull-out program, all K-5 Teacher Teams target the at-risk of the school’s population for small group academic intervention. These students include students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2, and students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA). Groups are chosen based on the analysis of all available data, including the Scantron Performance Series and DRA/WRAP. Content Specialists deliver AIS instruction daily in small groups of up to six students from 9:00 until 9:35 AM. These groups rotate in cycles so that the needs of all at-risk students are addressed. Instruction is aligned with the item skills analysis of the ELA Standardized test, the Scantron Performance Series, classroom tests and teacher recommendation.</p> <p>-Two full-time SETSS Teachers service at-risk students throughout the school day. They push-into classrooms and service students utilizing Intervention Strategies.</p> <p>-At-risk students serviced by SETSS are seen 5 times per week for 1 period per day. Each group currently consists of no more than 8 students. During each session the students' IEP goals are addressed in an effort to have each child master their goals within one year. While working toward their goals, students learn strategies to help them compensate for their individual learning disabilities. In addition, the classroom curriculum is supplemented and supported, when necessary.</p>

<p>Mathematics</p>	<p>Everyday Mathematics Unit Assessments and the Scantron Performance Series Math will be analyzed to identify at-risk students. Teachers will use this data to differentiate instruction in small needs-based, flexible groups. Skills' needs will be identified through the item skills analysis of the Math Standardized test and the Scantron Performance Series. All Content Specialists and Teacher Teams will be targeting the neediest of the school's population in all grades K-5 and will deliver remediation. Service is provided throughout the school day during Math Workshop and during the 35 min. SBO extended day time period.</p>
<p>Science</p>	<p>The Science Content Specialist services at-risk students during small group instruction during regular Science class. In addition, test preparation will be provided by the Science Content Specialist for all at-risk students.</p>
<p>Social Studies</p>	<p>The Social Studies Content Specialist services at-risk students in small groups during regular Social Studies class in the time allotted for Social Studies.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>The guidance counselor monitors student attendance by using the RISA data in ATS. She follows up with phone calls and letters. She's an active participant on the Attendance Committee. This is done during the school day. Services are provided during the school day, either during one-to-one or small group sessions. Individual or group therapy consists of play therapy, as well as stress management, building self-esteem or the learning of social skills. Services are provided to help students move forward in an appropriate manner.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Counseling Services with the School Psychologist is provided during the school day, either during one-to-one or small group sessions. Individual or group therapy consists of play therapy, as well as stress management, building self-esteem or the learning of social skills. Services are provided to help students move forward in an appropriate manner.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Counseling Services with the Social Worker is provided during the school day, either during one-to-one or small group sessions. Individual or group therapy consists of play therapy, as well as stress management, building</p>

	<p>self-esteem or the learning of social skills. Services are provided to help students move forward in an appropriate manner.</p>
<p>At-risk Health-related Services/Other</p>	<p>Speech-Language Pathologist service is provided 5 days a week, in 30 minute groups, one-to-one sessions as well as small group instruction ranging from groups of 2-5 students. The group size is determined by the child's IEP. Most children are seen in a group of 3, 4 or 5. Some children are severely impaired and required 1:1 service. Students are mostly classified as speech-language impaired. Some of the students are classified as Learning Disabled. Students are mostly SETSS, CTT, 12:1:1 students, with a few students who are general education and only receive speech and/or OT as a related service.</p> <p>Most therapy is curriculum based. The work of the Speech/Language Teacher is to provide speech and language therapy to students who present with speech and/or language impairments or students with learning disabilities. Work focuses on improving expressive/receptive language, vocabulary, syntax, and articulation. The purpose is to support students in their classroom, with strategies to improve their reading/listening comprehension. Work focuses on improving students' expressive and receptive vocabulary, improving articulation skills, improving syntax, listening comprehension and following directions. In addition, social skills are also addressed. Work is closely aligned with work done in the classroom, so that students' needs can be targeted.</p> <p>All services are provided during the school day.</p> <p>Adaptive Physical Education service is provided in lieu of physical education to mandated students in order to meet their IEP Goals. Service is delivered in small groups during the school day. Adaptive Physical Education targets gross motor deficits and focuses on locomotor and object-control skills.</p> <p>Hearing Services/Academic Intervention is a program designed to help students with auditory training and speech/reading skills (auditory memory,</p>

processing, comprehension, etc.) The purpose of this service is to help the students both assimilate and achieve in the mainstream classroom. Groups range from 1:1 to 3:1. Service is provided during the school day.

Vision Services/Academic Intervention is a program servicing students who are visually impaired and require strategies to achieve academic success. Services are rendered 1:1 during the school day.

Physical Therapists provide services in both Individual and small group setting during the school day, 5 days per week. PTs provide services in various areas of school function related to a students ability to access the educational environment. This includes school mobility, participating and maneuvering within the classroom environment, accessing and participating in lunchroom, playground, bathroom, etc. and transitioning from school to post school activities.

Occupational Therapists employed by the NYC DOE may provide services in several educationally relevant areas in which they can help promote success, including, but not limited to: classroom responsibilities, functional sensor-motor skills/environmental interactions, Activities of Daily Living, and transitioning from school to post-school activities. A student can be seen individually or in an small group. Occupational Therapy services for students at PS 54 are provided during the school day.

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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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:***

The following workshops are scheduled:

- Accessing **ARIS** (Parents receive access numbers and instruction on the effective navigation of ARIS.)
- Accessing the **Scantron Performance Series** assessment website (parents receive the tools they need to retrieve their children’s scores and access instructional activities aligned with learning needs.)
- Common Core State Standards workshops (Parents will understand the expectations of the new Common Core Standards as well as information about how they can help their children meet the new Standards.)
- RAZ-Kids** (parents will receive information on how they can assist their children in reading competency through the interactive use of this online reading program.)
- Ongoing **Kindergarten Homework Help Workshops** (Select Kindergarten teachers have volunteered their time to form partnerships with parents through hands-on workshops in the Kindergarten classroom after-school.)
- **Foundations Workshops** (Parents receive the tools they need to work with their children at home with the Foundations Phonics Program in grades K & 1.)
- Everyday Math Workshops** (Select teachers in grades 3-5 volunteer their time to form partnerships with parents through hands-on workshops addressing the concepts taught in the EDM program)
- Journeys Workshops** (These upcoming workshops will introduce parents to our new reading series, so that they can better assist their children at home.)
- Workshops for parents of **English Language Learners**, in conjunction with our PENCIL Partners: The Compass Group, will be offered in the near future. (These workshops will incorporate the use of technological devices the parents can take home to help them and their children master the English language.)

- ***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:***

In order to provide parents with the information and training needed to effectively become involved in planning and decision making, we engage in the following outreach activities:

- i. We encourage parents to attend **PTA Meetings**, during which the Principal and Assistant Principal inform parents of new programs and initiatives.
- ii. Our website, **PS54 Ladybugs** and **school newsletters** (Beetle & 5th Grade Newspaper) inform parents of ongoing programs that are offered in the school.
- iii. Our parent representatives on the **School Leadership Team** play an active role in school-wide decision making. Parents who do not currently serve on the team are always invited to attend SLT Meetings as guests.

- ***Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress:***

- Global Connect**, our new phone system alerts parents of meetings, special events, and important news that impact the school day.

- Progress Reports** are sent home in January prior to the mandated report cards.

- Teachers consistently **phone parents** to inform them of their child's progress throughout the year.

- The school website **PS 54 Ladybugs**, fosters a partnership between school and home through interactive communication.

- The PTA's newsletter, **The Beetle and the 5th Grade Newspaper**, are valuable resources for informing parents of school events and for fostering a caring and effective home-school partnership.

- Home-School correspondence folders**, which go home daily, are maintained for every child.

- ***Providing assistance to parents in understanding City, State and Federal standards and assessments:***

In an effort to provide assistance to parents in understanding City, State and Federal standards and assessments, the following workshops and activities are scheduled:

- Common Core State Standards** workshops

- Accessing and understanding **ARIS**

- Accessing and understanding the **Scantron Performance Series** assessment Website

In addition;

-The **Parent Coordinator** facilitates in parents' understanding of the Standards and assessment results. She meets regularly with parents to help them understand the standards and assessments.
-Teachers inform parents of assessment data with the distribution of **Periodic assessment and Unit Test results**. Meetings are scheduled with parents throughout the school year to support parents' understanding of this data.

- ***Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand:***

-Notices are sent home in all languages. Our ESL Teachers send all parents of ELL students a **Preferred Home Language Survey** which is then maintained throughout the school year.

-We elicit the assistance of our staff in **translation services**. As a result, have a list of translators available at the school at all times.

-**DOE translator service** (NYC Translation and Interpretation Unit) is utilized for school meetings and three way home phone calls.

-Our **School Leadership Team**, consisting of PTA members and parent representatives works in close collaboration with school administration in all matters of instruction. SLT parents share information about school and parent related programs, meetings and other activities with other parents at PTA meetings and PTA sponsored events.

-Our full-time trilingual **Parent Coordinator** communicates regularly with parents concerning all matters of school and parent related issues.

- ***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:***

-With the assistance of the parents on the School Leadership Team, and the approval of the PTA membership, we are planning **full day staff development** (SBO) for the teachers and staff.

-Professional Development in the effective use of our **School Website** is a collaborative effort on the part of both parents and teachers. Parents and teachers are both contributors to the effective functioning of this resource.

-Our **Parent Coordinator** regularly attends workshops focused on building community and increasing parent involvement. She turnkeys this information to the staff.

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:***

We held a Title I Meeting in October which gave parents an overview of the Title I Program. We have two Title I parent representatives that attend Title I Meetings. These parents shared information with SLT and PTA membership.

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;

At the Title I Meeting and the School Leadership Team meetings, it was decided that Title I funding would be utilized to implement an Open Access Library Program. Our Library will remain open three days a week from 3:00 p.m. – 5:00 p.m., thereby accessible to all PS 54 families.

- ***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;***

Open Access Library affords the opportunity for students to use the library after school hours with their parents. The library teacher conducts *Story Hour* and engages the students in literature-based activities.

Title I funds allocated for parent involvement are utilized to maintain computers which are available for students and parents to access any literature based website or activity.

- ***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:***

PS 54's dedicated Parent Coordinator maintains solid relationships with parents. She conducts needs' surveys to determine which workshops parents prefer. She then collaborates with administration to ensure that these workshops are given. The Parent Coordinator also coordinates evening social events for parents and families. These events are theme based and are held throughout the year. She also maintains logs and photographs of each event that is held.

- ***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:***

The following workshops have been held or are scheduled during the 2011 – 2012 school year:

Academic Workshops

- Wilson Foundations Workshops for parents – grades K-1 Sept and Oct 2011
- Kindergarten “Homework Help” Workshops - (ongoing throughout the year)
- Pre-K Family Literacy Events (ongoing throughout the year)
- Pre-K – It’s Not Just Play - October 2011
- Pre-K – “What is Early Literacy?” - December 2011
- Getting the Most Out of Parent Teacher Conference - November 5, 2011
- Middle School Information Meeting- December 2011
- Introducing the Common Core Standards - December 2011
- Introducing our Journeys Reading Series - December 2011
- Fostering Rich Literacy at Home - February 2012
- Family Math Night - March 2012
- Family Science Night - April 2012
- Social Studies Family Night - May 2012
- Helping Children Succeed During the Summer Break - May 2012
- Adult ESL - (throughout the school year Mon-Wed 8:30 a.m.)

Parenting Workshops

- Nutrition and Healthy Development of Young Children Nov 2011
- Managing Difficult Behavior in Children March 2012

Community Outreach Events/Workshops

- Spook and Read Grades K-2 (October 2011)
- Movie Night Grades 3-5 (October 2011)

- Thanksgiving Feast (November 2011)
 - Holiday Fair/Concert (December 2011)
 - Laser Show (January 2012)
 - A Date With Teddy Grades K-3 (February 2012)
 - Movie Night Grades 4-5 (February 2012)
 - Volunteer Breakfast (February 2012)
 - Spring Fling (March 2012)
 - Pre-K Carnival of Literacy Activities (May 2012)
 - Mother/Daughter Day (May 2012)
 - Father/Son (June 2012)
- ***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;***
 - The following workshops are scheduled for parents to help them understand the accountability system, Accessing ARIS, Accessing the Scantron Website, Common Core Standards.
 - The Parent Coordinator also meets with parents to further explain the Standards and assessments.
 - The School Survey and Report Card are discussed at School Leadership and PTA Meetings.
 - Information regarding our School Report Card and Learning Environment Survey is placed in our school website, *PS 54 Ladybugs*.
 - ***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;***

We held a Title I Meeting in October which gave parents an overview of the Title I Program. We have two Title I parent representatives who attend Title I Meetings. Title I parent representatives then turnkey information to SLT and PTA members.

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:

Workshops are held during the day and in the evening to accommodate all parents. Our Parent Coordinator reaches out to parents who cannot attend certain workshops and works with them on an individual basis. Information regarding educational programs is also given at PTA Meetings and is also available on the school's website, www.PS54Ladybugs.org.

- ***Translate all critical school documents and provide interpretation during meetings and events as needed;***

To best service our non-English speaking parents, we utilize the Language Identification Guide, which is presented to non-English speaking parents so that they may find their language and identify it for us.

-Pedagogues and staff who may be called upon for interpretation, as indicated in Part A, include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of these interpreters will assist the parents in all matters requireing interpretation, such as during group and one-on-one meetings. This service is offered upon request when such services are necessary for parents to communicate with teachers, guidance counselors, the school nurse and/or other school staff regarding critical information about their child's education.

-In addition, parents may choose to rely on an adult friend/companion or relative (who is over 18) for language and interpretation services. These individuals can serve as interpreters for school staff and

parents during formal or informal meeting where student achievement and/or student conduct are discussed. This often occurs at Parent-Teacher conferences.

-If additional interpretation support is needed, we contact the Department of Education Interpretation services Department for over-the-phone assistance at 718-752-7373.

- ***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;***

We held a Title I Meeting in October which gave parents an overview of the Title I Program. At that time we discussed the workshops that are offered throughout the school year. A survey was conducted to ascertain the needs and interests of parents. Workshops addressing these needs were also scheduled.

Our school will further encourage school-level parental involvement by:

- ***Holding an annual Title I Parent Curriculum Conference;***

Classroom teachers conduct Curriculum Conferences for all parents in late September.

- ***Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;***

During Parent Teacher Conferences we hold a **Gently Used Book Fair**. Information about Common Core Standards was given during Parent Teacher Conferences. The Parent Coordinator also distributed information about making the most out of the parent teacher conference and supporting a child's education.

- ***Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;***

Events such as Color Guard, Reader of the Month, Concerts are scheduled during the PTA Meeting to encourage increased attendance.

- ***Supporting or hosting Family Day events;***

Scheduled Family Events include:

- Spook and Read Grades K-2 (October 2011)
- Movie Night Grades 3-5 (October 2011)
- Thanksgiving Feast (November 2011)
- Holiday Fair/Concert (December 2011)
- Laser Show (January 2012)
- A Date With Teddy Grades K-3 (February 2012)
- Movie Night Grades 4-5 (February 2012)
- Volunteer Breakfast (February 2012)
- Spring Fling (March 2012)
- Pre-K Carnival of Literacy Activities (May 2012)
- Mother/Daughter Day (May 2012)
- Father/Son (June 2012)

- ***Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;***

-Open Access Library enables parents to borrow children's books and books on parenting skills.

-In addition, our Parent Coordinator maintains a Bulletin Board which displays updated resources and events. She also maintains instructional resources, including literature and tools that will assist parents as they work with their children.

- ***Hosting events to support men asserting leadership in education for their children parents/guardians, grandparents and foster parents;***

- Fathers are encouraged to be chaperones on trips and during in-school events.

- We are conducting a father/son basketball afternoon in June.

- Fathers are encouraged to attend our Memorial Day Parade to help in constructing our float.

- ***Encouraging more parents to become trained school volunteers;***

Representatives from the Girl Scouts spoke at the October PTA meeting. A troop is being formed and is in need of adult volunteers. We encourage parents to become trained reading volunteers and arrange workshops with the Staten Island Mental Health Society.

- ***Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;***

- Report Cards are distributed in November and March. Formal kindergarten report cards are distributed in January.

- School wide interim Progress Reports are distributed in January.

- Parents are notified of their child's reading level after the child is assessed using the DRA or WRAP. This assessment is done in September, December, March and June.

- ***Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;***

- The Beetle*, our school newspaper, is distributed monthly. *The Beetle* gives information about all events that are ongoing in the school.

- Our website, www.PS54Ladybugs.org also gives information about the events in our school.

- Our new phone system, *Global Connect* informs parents about upcoming events.

- ***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;***

Each student is given a red PS 54 folder. This folder is taken home each night. Teachers distribute important notices to parents via this folder. Notices are sent to parents in their native languages.

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.

PS 54 has established comprehensive academic programs that are aligned with State Standards, as follows:

HOUGHTON-MIFFLIN HARCOURT "JOURNEYS" READING PROGRAM Our new Journeys ELA Program, currently being implemented in grades 2 through 5, offers a comprehensive program for our students.

Journeys is a new core reading program that is aligned with the Common Core Standards. It includes all the key elements presented in reading instruction, including reading comprehension, phonics instruction, listening and speaking components and writing. It is designed to meet the diverse needs of all students.

There is an Intervention component as well as an ESL support program. Strategies embedded in these programs include: Scaffolded instruction for ELLS which supports regular classroom instruction, includes scaffolding for Beginning, Intermediate, Advanced and Advanced High ELLS. Large, colorful Language Support Cards build background and promote oral language, and develop high-utility vocabulary and academic language. English Language Learner Leveled Readers utilize sheltered text which connect to the main selection's topic, vocabulary, skill and strategy. Audio CDs provides models for oral reading fluency. For SWD ELLS The Journeys Primary Reading Toolkit provides instructional routines that reinforce and apply the principles of phonics, phonemic awareness, vocabulary, fluency and comprehension. The I Do, We Do, You

Do organization of the Intervention Toolkit provides a gradual-release model. Through the utilization of these Program Components for our SWD-ELL population, we anticipate that focused instruction in key reading skills that is perfect for small group instruction. In addition, the program offers focused assessments that evaluates the effectiveness of the intervention. We hope to implement this program in all grade before the end of the school year. In grades K-1 we supplement ESL instruction for our SWD-ELL students with the Wilson Foundations intervention program. This program focuses on early literacy skills, such as phonics and phonomic awareness in a structured and sequential manner.

TEACHERS COLLEGE UNITS OF STUDY IN WRITING is a comprehensive writing program that is utilized along with the writing instruction components of *Journeys Reading*. Students are taught the skills of writing through comprehensive instruction throughout the writing process (prewriting, writing, revision and editing) in a supportive and effective manner. Students create five writing pieces yearly based on the expectations of the New York State and New York City ELA Standards.

WORDS THEIR WAY is a word work program that teaches students phonics, spelling, and vocabulary. *Words Their Way* instruction encourages students to look closely at words to discover the regularities and conventions of written English. Students utilize word sorts, picture and word cards, sorting grids, game boards, and corresponding reading materials as learning tools for this supportive and effective word work instruction. *Words Their Way* is aligned with the New York State and New York City ELA Standards. Teachers in grades 2 and 3 utilize *Words Their Way* through small group instruction aligned with Journeys Reading.

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

SOCIAL STUDIES Based on the New York State Core Curriculum, the teaching of Social Studies includes explorations of history, geography, economics, government, and civics. Students learn about the people,

places, eras, and events shape our world. Instruction is offered in the classroom, as well as by three full time Social Studies Cluster Teachers.

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

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

- ***Using academic learning time efficiently:***

The PS 54 School day is divided into seven academic periods. The Reading Block takes place between 8:10 and 9:35 for all students. No interruptions occur during this period of time. From 9:00 until 9:35, all pedagogues meet with small groups of students to offer academic intervention. Using both quantitative and qualitative data along with a multiple intelligences profile taken by every student, classroom teachers, AIS teachers, and Inquiry Team members group children with like needs and learning styles in order to efficiently target areas in need of improvement. This results in smaller teacher-student ratio during instruction. In addition to a comprehensive plan for literacy instruction, academic learning time is used efficiently through a push-in ESL/AIS Program and after-school Band and Chorus (to minimize lost instruction during the school day).

- ***Respecting cultural, racial and ethnic differences;***

International food festivals which embrace all aspects of culture (food, dance, clothing, music) are held throughout the year. Teachers were sent to *Respect For All* Workshops and turn-keyed information and curriculum to the staff.

- ***Implementing a curriculum aligned to the Common Core State Learning Standards;***

We have a Common Core Curriculum Team. They attend network workshops and turnkey information to their grade. Our new reading series, *Journeys* is aligned to Common Core Curriculum Standards. Teacher Teams meet and create units and strategies that target the needs of the lowest performing students. These units and strategies are aligned to the Common Core Standards.

- ***Offering high quality instruction in all content areas;***

Content Area Specialists attend Teacher Team Meetings in order to efficiently address the needs of their students. These teachers focus in on each grade's cycles and targets in their specific content area. Content Area Specialists attend Professional Development offerings within their instructional areas. The Core Curriculum afforded us the opportunity to purchase updated Curriculum materials in both Science and Social Studies. This year all of our grades are now in possession of these instructional resources.

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

All PS 54 teachers are Highly Qualified.

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;***

-Parent-teacher conferences are held the day after the distribution of Report Cards in November and March.

-School-wide interim Progress Reports are distributed in January.

-Parents are notified of their child's reading level after the child is assessed using the DRA or WRAP. This assessment is done in September, December, March and June. During these times, parents are encouraged to meet with the classroom teacher to discuss their child's progress.

- ***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;***

P.S.54 will carry out programs, activities and procedures in accordance with parental involvement as aligned with the outcomes of the Annual Title I Parent Meeting held prior to December 1st. PS 54 will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- ***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;***

Title 1 business is discussed at all PTA and SLT meetings. PTA meetings are held in the evenings and the executive committee meets during the school day. School Leadership Team meetings are held in the evening and all parents are invited to attend as observers. For parents who cannot attend these meetings, one-on-one conferences, at times convenient to parents, are arranged through our Parent Coordinator.

- ***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;***
- PS 54 provides 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 downloaded from:
<http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Resposibilities.htm>
- PS 54 has posted, near the primary entrance to the school, a sign in each of the most prominent covered languages, indicating the availability of interpretation services. In addition to these postings, the availability of language and interpretation services is also posted on our PS 54 School Website and on the Parent Coordinator's Bulliten Board. Translated signs in the covered languages, are downloaded at
<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>
- The PS 54 and DOE's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.
- Translated signs, in the covered languages, are downloaded at
<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>

- ***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;***
- PS 54 determines, within ten days of a student's enrollment, the primary language spoken by the family, and if this language is not English, whether the parents require language assistance in order to communicate effectively with the school staff. In accordance with this schedule:
- Our ESL teachers ensure that our ELL parents receive all pertinent correspondence in their native language, by referencing the Preferred Language Forms. These forms are sent home in the beginning of the school year, and their return is monitored.
- Returned forms are kept on file in our ESL Office. Depending on the preferred language, all important correspondence is translated and sent home accordingly.
- PS 54 provides parents whose primary language is a covered language with the translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:
 - health;
 - safety;
 - legal or disciplinary matters; and
 - entitlement or placement in any Special Education, English, Language Learner or non-standard academic program.
- We utilize the DOE Translation and Interpretation Unit for any written documentation for which translation is required, and cannot be satisfied by school staff.
- ***Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;***

- Parents are actively involved in the planning and ongoing implementation of all Title 1 Programs. This work takes place during Title 1 meetings, School Leadership Team meetings and PTA Meetings.
 - A parent survey will be developed by the PTA. The PTA sub-committee on Parental Involvement and Title 1 Parent Committee creates an annual parent survey. This survey, to be presented in the Spring, will include parent opinions on curriculum, tone of school, as well as an evaluation of the quality of parent involvement opportunities and suggestions on how to improve communication. The PTA will be responsible for conducting the survey, disseminating the results, and presenting recommendations based on these results, to the School Leadership Team. Parents will be responsible for responding truthfully to the survey, and stipulations will be in place to insure school-wide parental response. The results of this survey will drive the focus for the following year's CEP and will play an integral role in the evaluation of the content and effectiveness of our parental involvement policy in improving the quality of the P.S. 54 Title 1 Program.
 - In addition to the PTA School-wide Parent Survey, P.S.54 will once again participate in the annual NYCDOE Parent Survey that will become an integral part of the 2011-12, P.S. 54 Progress Report.
 - Our intentions are to continue to identify barriers to greater participation by parents in responding to the survey, with particular attention to parents who have limited English proficiency, have limited literacy, or are of racial or ethnic minority background. Our P.S. 54 Parent Coordinator will continue to work closely with these parents, reaching out to them both at school and at home, in order to insure that they have ample opportunity to become involved in the evaluation of the content and effectiveness of our parental involvement policy in improving the quality of the P.S. 54 Title 1 Program. The survey will be translated to languages as needed.
-
- ***Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;***
 - As of September 2010, The New York City Department of Education has provided parents a new online link **(ARIS) the Achievement Reporting and Innovation System**. This Parent Link is an online tool provided in nine languages giving parents access to their children achievement and

information about their grades, periodic assessment results, state test scores, enrollment history, and attendance information. Parents can also see Progress Reports, Quality Reviews and State Report Cards

- Along with ARIS workshops, our Parent Coordinator conducts one-on-one meetings with parents to assist them in navigating ARIS. By sharing this academic information with parents, we believe that parents can become active partners in their children's education.
 - In addition, parent-teacher conferences are held the day after the distribution of Report Cards in November and March. School-wide interim Progress Reports are distributed in January. Parents are notified of their child's reading level after the child is assessed using the DRA or WRAP. This assessment is done in September, December, March and June. During these times, parents are encouraged to meet with the classroom teacher to discuss their child's progress.
 - Our teachers consistently notify parents of any concerns and/or issues regarding performance profiles and individual student assessment results, and school issues.
 - Information regarding school issues are posted on our school website.
-
- ***Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;***

The Parent Involvement Policy and School-Parent Compact will be discussed at the SLT Meeting and at a well advertised the PTA Meeting where the Parent Involvement Policy is distributed. Our phone system, Global Connect will alert the parents to the importance of this meeting.

- ***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;***

- To best service our non-English speaking parents, we utilize the Language Identification Guide, which is presented to non-English speaking parents so that they may find their language and identify it for us.
 - Pedagogues and staff who may be called upon for interpretation, as indicated in Part A, include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of these interpreters will assist the parents in all matters requiring interpretation, such as during group and one-on-one meetings. This service is offered upon request when such services are necessary for parents to communicate with teachers, guidance counselors, the school nurse and/or other school staff regarding critical information about their child's education.
 - Parents may choose to rely on an adult friend/companion or relative (who is over 18) for language and interpretation services. These individuals can serve as interpreters for school staff and parents during formal or informal meeting where student achievement and/or student conduct are discussed. This often occurs at Parent-Teacher conferences.
 - If additional interpretation support is needed, we contact the Department of Education Interpretation services Department for over-the-phone assistance at 718-752-7373.
- ***Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;***

Outreach to parents to secure their attendance at appointments with teachers and other school staff include,

- Each student maintains a red PS 54 folder. This folder is take home each night. Teachers distribute important notices to parents via this folder with a return "tear-off" slip attached. Notices are sent to parents in their native languages.
- Teachers, or the Family Coordinator call parents who do not return "tear-off" to ensure they have received notification of upcoming appointments.
- Our Parent Coordinator reaches out to non-English speaking parents, as well as those who are non-responsive.

- Meetings and events are posted on our School Website, and are communicated through Global Connect announcements.

- ***Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;***

-The Staten Island Mental Health Society trains parents to become Reading Volunteers. Parents who participate in this program have the opportunity to read with PS 54 students.

-Classroom Celebrations are scheduled throughout the school year. During these celebrations, parents participate in their children's learning outcomes.

-Kindergarten parents are invited in to their children's classrooms to work with their children in the classroom setting. Parents learn homework help strategies and other skills that will help their children learn.

- ***Planning activities for parents during the school year, e.g., Parent-Teacher Conferences;***

- Parent-teacher conferences are held the day after the distribution of Report Cards in November and March. During Parent Teacher Conferences we hold a Gently Used Book Fair. Information about Common Core Standards is given during Parent Teacher Conferences. The Parent Coordinator also distributed information about making the most out of the parent teacher conference and supporting a child's education.

- Classroom teachers conduct Curriculum Conferences for all parents in late September.

- Parents are encouraged to attend PTA Meetings. Events such as Color Guard, Reader of the Month and Concerts are scheduled during the PTA Meeting to encourage increased attendance.

Scheduled Family Events include:

- Spook and Read Grades K-2 (October 2011)
- Movie Night Grades 3-5 (October 2011)
- Thanksgiving Feast (November 2011)

- Holiday Fair/Concert (December 2011)
- Laser Show (January 2012)
- A Date With Teddy Grades K-3 (February 2012)
- Movie Night Grades 4-5 (February 2012)
- Volunteer Breakfast (February 2012)
- Spring Fling (March 2012)
- Pre-K Carnival of Literacy Activities (May 2012)
- Mother/Daughter Day (May 2012)
- Father/Son Day (June 2012)

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;

All of our school staff welcomes a close partnership of teachers and parents. Collaboration is always encouraged. Administrators, Parent Coordinator, and Teachers at PS 54 maintain an Open Door Policy. We plan school-wide events with our parents in mind and always accommodate parents with special needs and/or situations. Our trilingual Parent Coordinator is always available to welcome visiting parents and service their needs. In the cases of potential conflict, most parents seek a resolution at the school level.

- ***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);***

Academic Workshops

- Wilson Foundations Workshops for parents – grades K-1 Sept and Oct 2011
- Kindergarten “Homework Help” Workshops - (ongoing throughout the year)
- Pre-K Family Literacy Events (ongoing throughout the year)
- Pre-K – It’s Not Just Play - October 2011
- Pre-K – What is Early Literacy? - December 2011
- Getting the Most Out of Parent Teacher Conference - November 5, 2011
- Middle School Information Meeting- December 2011
- Introducing the Common Core Standards - December 2011
- Introducing our Journeys Reading Series - December 2011
- Fostering Rich Literacy at Home - February 2012
- Family Math Night - March 2012
- Family Science Night - April 2012
- Social Studies Family Night - May 2012
- Helping Children Succeed During the Summer Break - May 2012
- Adult ESL - (throughout the school year Mon-Wed 8:30 a.m.)

Parenting Workshops

- Nutrition and Healthy Development of Young Children Nov 2011
- Managing Difficult Behavior in Children March 2012

-PS 54 schedules Parent Workshops both during the day and after school. The PTA schedules informative and instructional parent workshops in the evening as well. Some workshops scheduled throughout this school year include,

- ***Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;***

The lines of communication are essential in advocating parental involvement in the development of the PS 54 School Parental Involvement Plan. This will be achieved by utilizing the services of the Parent Coordinator, the school newspaper (*The Beetle*), and by posting notices announcing opportunities for parental involvement in school activities, functions, and decisions-making

processes. Notices of these opportunities will also be sent home with students with tear-off return attachments, for the purpose of eliciting parental responses. The communication of best practices for effective communication, collaboration and partnering with all members of the school community is an ongoing process at PS 54. Communication issues are regularly presented, discussed and resolved during Faculty Conferences, PTA meetings and School Leadership Team meetings. Some outcomes this year have included our PS 54 School web-site and the Global Connect Telephone communication system. In addition, every parent receives a parent handbook which outlines all school policies and instructional programming.

- ***Supporting parental involvement activities as requested by parents;***

The PTA sub-committee on Parental Involvement and Title 1 Parent Committee creates an annual **parent survey**. This survey, to be presented in the Spring, will include parent opinions on curriculum, tone of school, as well as an evaluation of the quality of parent involvement opportunities and suggestions on how to improve communication. The PTA will be responsible for conducting the survey, disseminating the results, and presenting recommendations based on these results, to the School Leadership Team. Parents will be responsible for responding truthfully to the survey, and stipulations will be in place to insure school-wide parental response. The results of this survey will drive the focus for the following year's CEP and will play an integral role in the evaluation of the content and effectiveness of our parental involvement policy in improving the quality of the P.S. 54 Title 1 Program.

- ***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;***

School Administrators and School Leadership Team ensure that Title I funds are used properly. We currently use Title One funds to provide after-school Open Access Library, and to maintain the laptop computers that our students use. The Principal and Assistant Principal conduct visits and informal observations of these programs.

- ***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;***

This information is posted on the Parent Bulletin Board which is accessible to all parents. In addition, our Parent Coordinator and school administration relays this information to any parents whose conflict cannot be resolved at the school level.

Parent/Guardian Responsibilities:

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

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

- Making sure my child is on time and prepared everyday for school;
- Monitoring attendance and ensuring that my child arrives to school on time;
- Following the appropriate procedures to inform the school when my child is absent;
- Sending in a note indicating the reason for the child's absence;
- Talking with my child about his/her activities every day;
- Scheduling daily homework time;
- Providing an environment conducive for studying;
- Making sure that homework is completed;
- Monitoring the amount of television my children watch;
- Ensuring that my child comes to school rested by establishing a schedule for bedtime based on the needs of my child and his/her age;

- Setting limits to the amount of time my child watches television or plays video games;
- Promoting positive use of extracurricular time such as, extended day opportunities, clubs, team sports and/or quality family time; and,
- Taking advantage of extracurricular activities within the community.

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

- Using ARIS website for obtaining information about child’s academic progress;
- Communicating with the classroom teacher via the P. S. 54 Website;
- Volunteering in my child’s classroom if called upon;
- Participating, as appropriate, in decisions relating to my children’s education;
- Participating in school activities on a regular basis;
- Staying informed about my child’s education and communicating with the school by promptly -Reading all notices from the school or the school district, either received by my child or by mail, and responding as appropriate;
- Reading together with my child every day;
- Providing my child with a public library card;
- Communicating positive values and character traits, such as respect, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school’s discipline policy;
- Expressing high expectations and offering praise and encouragement for achievement;
- Visiting the school’s library to assist with book selection and research papers;
- Checking and assisting my child in completing homework tasks, when necessary;
- Reading to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Signing the student behavior contract;
- Signing all homework and reading logs;
- Encouraging my child to follow school rules and regulations, and discuss their impact with my child;
- Volunteering in my child’s school or assisting from my home as time permits;
- Participating, as appropriate, in the decisions relating to my child’s education;

- Communicate with my child’s teacher about educational needs;
- Staying informed about their education by promptly reading and responding to all notices received from the school or district;
- Responding to surveys, feedback forms and notices when requested;
- Reviewing the Standards with our children;
- Contacting the teacher if a problem arises. Considering requests for services (OT, PT, Speech, academic evaluations, enrichment activities, etc.) when addressed as needed;
- Becoming involved in the development, implementation, evaluation and revision of the Parent Involvement Policy and this Compact;
- Participating in or requesting training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- Taking part in the school’s Parent-Teacher Association or serving to any extent possible on advisory groups, e.g., Title I Parent Committees and/or School or District Leadership Teams;
- Attend various workshops, meetings, and events held at PS 54.
- Refer to the Bulletin Board our Parent Coordinator maintains containing opportunities for parents to partake in various training/learning opportunities; and,
- Share responsibility for the improved academic achievement of my child;

II. 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; and,

- Always give 100% of my effort.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 31R054 **School Name:** Charles W. Leng P.S. 54 54

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1
Corrective Action Year 2 Restructuring Year 1 Restructuring Year 2
Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum
Audit (ESCA) Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

According to the 2010-2011 NYC Progress Report, PS 54 received an F in Progress and a D in Student Performance, with an overall D Grade. PS 54 declined in all areas of Student Progress, Student Performance and School Environment, securing a total of only 18.6 points of a possible 100. This precipitous decline in ELA Test Scores, and a lack of overall growth in all areas of the Progress Report, signifies an immediate need to focus our instructional strategies and activities towards reversing this negative trend. Specific data indicates:

- PS 54 'Students with Disabilities' did not meet AYP in 2010-2011. 86% of 4th and 5th grade 'Students with Disabilities' did not attain State Performance Standards in ELA.
- PS 54 'English Language Learners' did not meet AYP. 94% of 4th and 5th grade 'English Language Learners' did not attain State Performance Standards in ELA.
- PS 54 'All Students' subgroup did not meet AYP in 2011. 41% of all students did not attain State Performance Standards in ELA.
- Trends indicate that over the past three years, the English Language Arts (ELA) performance of all 4th and 5th grade students has steadily declined, with the percent of students achieving a Level 3 or Level 4 initially falling from 86% in '08-'09, to 69% in '09-'10. ELA performance during the 2010-2011 school year demonstrated an even further decline of ten percentage points, declining from 69% of students meeting New York State ELA Performance Standards in '09-'10, to 59% this past 2010-2011 school year.

The following recommendations were presented on the PS 54 - 2010-2011 NYC Quality Review:

- a. Refine and monitor the progress of relevant subgroups (Students with Disabilities and English Language Learners) to evaluate trends and ensure that all students are achieving their goals throughout the year.
 - b. Deepen the analysis of data by the faculty to better understand the needs of specific subgroups and set goals that affect student learning.
 - c. Strengthen professional development so that all teachers use instructional practices that respond to student needs, are reflective in providing guiding comments, and target clear next steps for student learning.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- Journeys Reading Program by Houghton Mifflin was purchased for grades 3-5. This comprehensive ELA program is aligned to the Common Core Standards and contains an intervention curriculum especially designed for both Students with Disabilities and English Language Learners. This program supports learning by emphasizing explicit, systematic instruction. It uses a variety of meaningful resources and activities suited to the different types of learners. The program is also scaffolded for student progress. Journeys enable teachers to recognize areas of success and areas of improvement for each student. Teachers have received Professional Development from Houghton Mifflin to support the implementation of Journeys. In addition, intervisitation sessions with PS 42, where the Journeys Reading Program has been implemented since February 2011, have been established. Teachers from PS 54 have visited PS 42 to observe model classrooms where the Journeys Program is fully implemented.
 - Two Academic Intervention Services (AIS) periods have been built into the daily preparation schedule. Content area specialists meet with the neediest at-risk general education students in the fourth and fifth grades on a rotating basis.
 - Each of our two SETTS teachers has an extra period per day built into in her program. During that time, one SETTS teacher provides AIS services (Orton Gillingham) to the fourth and fifth grade self-contained 12:1:1 Special Education class, while the other SETTS teacher works with the Extension of Services students (long-term ELLS) in grades four and five.
 - Title III ESL Intervention services are in place for English Language Learners on Tuesday and Thursday afternoons, from 3:15 p.m. – 4:15 p.m. This program will begin on Thursday December 8, 2011 and will end

on April 5, 2012. The research based *Options, Just Right-Pair It, Reading Intervention Series* has been purchased for all grade levels, and will be utilized during this program.

- Our Inquiry Team currently has five core members. Each member has been assigned a specific grade level to support. Each Inquiry Team member will collaboratively study the data with the classroom teacher, and utilize this analysis to implement targeted instruction during the Literacy Block.
- During weekly Teacher Team Meetings teachers collaboratively discuss student work, analyze data, and target specific instructional areas in need of improvement. Teachers then implement the instructional strategies discussed during these meetings during their in-class intervention.
- Our part-time Literacy Coach will support teachers as they implement instructional strategies to improve student achievement.
- SES services will be provided to students. At this time, we are in the process of interviewing providers to deliver these services.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

10% of Title I funding has been allocated to the Assistant Principal's salary. The P.S. 54 Assistant Principal was formerly a Literacy Coach, serving in this capacity from September 2002 to June 2011. She is highly skilled in all areas of ELA instruction, including both special needs intervention and ESL instructional strategies. The Assistant Principal conducts professional development workshops, facilitates Teacher Team meetings, and supports teachers through 1:1 mentoring. Including:

- Leading groups of teachers in visitations to model classrooms in peer schools, followed by debriefing sessions and hands-on application of learning outcomes. This work continues throughout the school year.
- Facilitating Common Core Workshops, including writing Units, Performance Tasks and planning Performance-based Assessments on all grades K-5, throughout the 2011-2012 school year

- Facilitating Inquiry Team Work weekly, throughout the 2011-2012 school year
- Facilitating Teacher Team Workshops weekly, throughout the 2011-2012 school year
- Facilitating Professional Development during Faculty Conferences monthly, throughout the 2011-2012 school year
- Conducting 1:1 instructional conferences with teaching staff, ongoing throughout the 2011-2012 school year

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

PS 54 has a comprehensive mentoring program in place for our first-year teacher, Ms. Picone. She is matched with a skilled mentor and Master Teacher, Mrs. Barr who has been involved in new teacher mentoring over the past two years. Mrs. Barr assists Ms. Picone in the scheduling of professional development and tracks her progress utilizing the *DOE Mentoring Tracking System*. (<https://www.nycenet.edu/Offices/DHR/ntims/Apps/frmHome.aspx>). Professional Development offered Ms. Picone includes both in-school and between-schools classroom visitations, 1:1 mentoring with content specialists and specialized services providers and in-class mentoring, which includes modeling and debriefing, and support from our part time Literacy Coach. In addition, Ms. Picone has attended Professional Development Workshops offered through the Office of English Language Learners (OELL) which has assisted her greatly with her students who are ELLS.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Initially, a meeting will be held with the Executive Board of the PTA on Friday December 9, 2011 and the School Leadership Team on Wednesday December 14, 2011 to inform them of our need for school improvement. A letter then will be sent to parents informing them of the need for school improvement on Friday January 20, 2012. The letter will be sent in various languages. A PTA Meeting will be held on Tuesday January 24, 2012. At that time the administration will explain the need for school improvement and the impact this will have upon our students.

**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 Chris Groll William Bonner	District 31	Borough Staten Island	School Number 054
School Name Charles W Leng, Public School 54			

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

Principal Mrs. Karen LaRosa	Assistant Principal Mrs. Elizabeth Hession
Coach n/a	Coach n/a
ESL Teacher Ruth Gutman, ESL	Guidance Counselor Nicole Stentella
Teacher/Subject Area Jennifer Portney, ESL	Parent Johanna Maisonave
Teacher/Subject Area Jennifer Azim, Teacher	Parent Coordinator Maria Titolo
Related Service Provider Donna Barr, SETSS	Other Judy Barbarino, SETSS
Network Leader Karen DiTola	Other Lisa Dickstein, Speech

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	3	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	920	Total Number of ELLs	88	ELLs as share of total student population (%)	9.57%
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Part II: ELL Identification Process

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

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

1a. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for concluding the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

When parents first enroll their child at PS 54, it is the responsibility of pedagogues at the school who are trained in student intake procedures to discuss home language with the family, and provide assessments to determine eligibility for English language support services. Attentive engagement with parents during the home language identification process is stressed as it is the process that initially determines whether a child may require ELL services.

Every parent/caregiver registering a student is given the Home Language Identification Survey (HLIS).

Home Language Identification Survey:

At enrollment, a trained pedagogue administers a Home Language Identification Survey (HLIS)—translated in nine languages—to parents to determine what language the child speaks at home. This process also includes an interview in the parents' home language. The ESL Teachers, Assistant Principal or other licensed pedagogue conduct the initial HLIS interview. If ELL status is indicated, the licensed ESL Teacher assists in the HLIS process. If interpretation is needed, a licensed pedagogue who has completed the mandatory training in ESL, is called upon to assist. Pedagogues and staff who may be called upon for interpretation include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs. Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of these interpreters will assist the parents in filling out the HLIS. If additional interpretation is needed, we contact the Department of Education Interpretation services Department for assistance. After the initial screening, and based on the information on the HLIS, the informal interview in English and the native language is given. The same individuals who assisted with the HLIS partake in the interview. Within ten school days of registration, students who meet the HLIS criteria will be administered the Language Assessment Battery-Revised (LAB-R).

Language Assessment Battery-Revised:

Once school staff collects the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery- Revised (LAB-R), which is a test that establishes English proficiency level. Students that score below proficiency (i.e., beginning, intermediate or advanced level) on the LAB-R become eligible for state-mandated services for ELLs. (Spanish LAB is administered to Spanish-speaking ELLs.)

If the student scores at: Beginning (B), Intermediate (I), or Advanced (A) Level the student is LEP and is placed in the ESL Program. If the student scores at: Proficient (P) Level, the student enters the General Education Program.

1b. The pedagogues who are responsible for (including their qualifications) for conducting the initial screening, and administering the HLIS and the LAB-R are: Ms. Ruth Gutman, full-time PS 54 licensed ESL Teacher, Mrs Jennifer Portney, full-time, licensed ESL Teacher, Mrs. Elizabeth Hession, licensed NYC SAS Assistant Principal, and Mrs. Carcacci, our part-time licensed ESL Teacher. All

initial screenings and administrations of the HLIS and LAB-R are conducted by one or more of these pedagogues.

1c. A description of the steps taken to annually evaluate ELLS using the New York state English as a Second Language Achievement Test (NYSESLAT). New York State English as a Second Language Achievement Test (NYSESLAT):

In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services.

All students in kindergarten through grade 5, who receive English as a second language services (ESL) take the New York State English as a Second Language Achievement Test (NYSESLAT).

Our licensed ESL Teachers (see 1b) download the last three years of NYSESLAT data from the RLAT report in the ATS system. In addition, the RNMR provides the last three years NYSESLAT scale scores as well as each students' modality results for Reading/Writing and Speaking/Listening

Students who have been identified as ELLs (see 1b) in their 2010-2011 NYSESLAT assessments will be administered the NYSESLAT in their current year of testing is prepared annually and submitted for approval to the DOE Office of English Language Learners. The NYSESLAT TESTING SCHEDULE AND SCORING PLAN includes a Testing Schedule, Dates of Testing, Testing Grades, Format and Areas to be Tested, Time of Tests, Proctors Administering the Tests, Testing Rooms and Locations, and a breakdown of Students to be Tested. This information is carefully structured and adhered to in order to secure the best possible testing conditions for our ELL students. Our licenced ESL Teachers administer the NYSESLAT and are assisted by licensed pedagogues who have completed the mandatory ESL training.

NYSESLAT assessments in our K-5 school are given in three bands: Kindergarten –1, 2–4, and 5–6. NYSESLAT assesses students speaking, listening, reading, and writing skills, defined by New York State's English as a Second Language Learning Standards. The speaking section is administered individually and asks students to respond to a word or statement read aloud or to a picture. The other sections can be administered to students in a group. The reading section asks students to answer questions about stories printed in their test books. The writing section asks students to write in response to questions and prompts in their test books. The listening section asks students to select the correct response to a picture and/or word or statement read aloud.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines?

Within a 10 day period after the administration of the LAB R, the parents/guardians of ELL students are contacted via telephone and/or translated letter of invitation, initiated by the licensed ESL Teachers, Mrs. Portney and Mrs. Gutmam, to attend an introductory/welcoming workshop. Letters are sent out as the LAB R is completed, and a date is established that is 10 days after the first round of Lab R assessments. Any parents who register their children later, or cannot make the initial date, will receive one-on-one informational sessions, or if there are several parents who cannot attend the initial meeting or who register their children later, there will be additional meetings scheduled. (We determined that an evening meeting should be offered next year as it will help the working parent population).

These meetings follow a strict timeline of within ten days of the Lab R administration. During this workshop, all three programs- Transitional Bilingual, Dual Language and Freestanding ESL, are described in detail, and according to the information presented in the E.P.I.C. Mrs. Portney and Mrs. Gutman, our two licenced ESL Teachers both facilitate the workshop. Pedagogues and staff who may be called upon for interpretation include, Mrs. Wong (Mandarin Chinese) licensed Special Education Teacher, Mrs. Azim (Arabic), licensed general education teacher, Mrs. Rosenblum (Russian, Hebrew) Certified Paraprofessional, Mrs. Titolo (Italian, Spanish) NYCDOE Parent Coordinator, Mrs. Schembri, Certified Paraprofessional (Spanish), Mrs Szyffer (Spanish), Certified Paraprofessional, Ms. Figueroa (Spanish), Certified Paraprofessional and Mrs. Rexach (Spanish), Certified Paraprofessional. Depending on need, any one of these interpreters will assist the parents in understanding all three program choices. However, there is always a licensed pedagogue, who has completed E.P.I.C. training, present. This includes the Parent Coordinator, whose role is to reach-out to parents and insure that they feel welcome. She may conduct outreach, such as phone calls and informal group meetings. She may also elicit parents to attend informational sessions as she greets them in the mornings or afternoon upon dropping off or picking up their children. The Parent Coordinator also attends all Curriculum Conferences and other gatherings that teachers offer parents. In additions, she is an active participant in all PTA and LAP committee meetings. When sharing informartion concerning programming, there is always an E.P.I.C. trained pedagogues present. Volunteer parents assist in the interpretation of Arabic and Urdu as needed, again in the presense of licensed, trained pedagogues . During this informational session, (which occurs within 10 days of the child being registered at the school) the parents of ELLs are also informed of all additional programming at P. S. 54 that is available for their students. As new ELL students are enrolled at P. S. 54 this outreach is extended to their families, on a one-to-one basis within 10 days of their registration.

During the workshop our ESL Teachers present the three Program Models in detail and through visual (video) written and spoken descriptions, present an unbiased presentation of parent options. All questions are addressed and parents are given ample time and opportunity to express their concerns, opinions and questions. During the workshop, the parents of ELLs are also informed of all additional programming at P. S. 54 that is available for their students. As new ELL students are enrolled at P. S. 54 this outreach is extended to their families, on a one-to-one basis, within 10 days of their registration.

3. Describe how your school ensures that entitlement letters are distributed and Parent Surveys and program selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.)

P.S 54's ESL teachers are accountable for the distribution and return of Parent Surveys and program selection forms. The parent/guardian signs and returns the form within a three day period of its receipt. P.S. 54 licensed ESL teachers, Mrs. Portney and Mrs. Gutman, keep a record of all forms distributed and received. The ESL teachers are in charge of giving the parents the surveys and selection forms and ensuring their return as well. The ESL teachers must make copies of all the forms and maintain the forms in binders.

The parent surveys and the program selection forms are all copied and maintained in an ESL binder. We have binders maintained for grades K-2, and grades 3-5. The principal also receives copies of the forms.

The ESL teachers and the P.S. 54 Parent Coordinator, conduct outreach to parents/guardians whose letters have not been returned within the 10 day time frame. All forms that were distributed in 2011 are currently accounted for at this time. All documentation is filed in the ESL binders and stored in the ESL teachers' rooms, with copies given to the principal.

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

- Parents/Guardians attend an initial parent orientation meeting. (Within 10 days of the child entering school)
- ESL Teachers, Parent Coordinator and staff members present an overview of program choices.
- An informational video is shown and literature is presented (available in different languages,if needed).
- Questions are answered and clarity of services is ensured. If needed this information is translated into the parent's native language.
- Parents/guardians who did not attend the meeting receive a personal phone call and/or are asked to come in to the school for an individual meeting. They were also mailed a second letter reminding them to see the ESL teacher for more information on the programs made available in our school.
- Parents receive a copy of the preferred language survey, and letters/notes can be translated if requested by the ELL families.
- There are one-on-one follow-up conferences held during Curriculum and Parent-Teacher Conferences.
- Outreach by the Parent Coordinator and ESL teachers is held on an ongoing basis throughout the school year.

The process of the distribution, and copying of the ESL entitlement letters are the responsibility of the ESL teachers. The ESL teachers need to go through the LAB-R data, for their newcomers, to see who didn't pass the LAB-R test., and see who is entitled to ESL services. Once this information is established the ESL teacher will send entitlement letters to the students, in both English and the child's native language. (If the parent prefers information sent in their native language, according to the preferred parent language survey). The parents will then be required to attend the a parent orientation session. Once the ESL teachers send out the entitlement letters, all the letters are copied and maintained in the ESL binders, grades K-2 and 3-5.

P.S 54's ESL teachers are accountable for the distribution and return of Parent Surveys and program selection forms. The parent/guardian signs and returns the form within a three day period of its receipt. P.S. 54 licensed ESL teachers, Mrs. Portney and Mrs. Gutman, keep a record of all forms distributed and received. Both they and the P.S. 54 Parent Coordinator, conduct outreach to parents/guardians whose letters have not been returned within this time frame. At this time, four Parent Option Forms have not been returned. ESL Teachers have sent these parents two additional letters, and have made several phone call attempts to no avail. We will meet these parents during Parent-Teacher Conferences in November and at that time request that they confer with the ESL Teacher to review Parent options. As of now, these four exceptions were entered into ATS (ELPC screen) as Transitional Bi-Lingual education. All documentation is filed and maintained in a file, in the ESL Office, by the ESL Teachers.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Upon registration and in consultation with administration, incoming ELL students are placed in a class that has other ELL students in attendance. This procedure is followed so that ESL teachers can easily pull groups from a class with minimal disruption, and so that

ELL students will have the ongoing support of their ELL peers. Students who have some English proficiency are administered the DRA or WRAP to ascertain a Fountas and Pinnell Reading Level. Parents are informed of class placement decisions and their child's English Language readability levels. If needed, this information is translated into the parent's native language (see Part II, #1). Based on the students' entitlement as an ELL (according to the results of the LAB-R testing) and the parent's response to the Parent Survey and Program Selection Form the child will be placed in the appropriate program. At the present time our school only offers Freestanding ESL, and we are looking into our options of opening up a bilingual or dual language class in the future. The ESL teachers will send the parent a placement letter for ESL services to show the child will be placed in the program for the current school year. The ESL teachers are required to copy all the letters that are sent to the students, and they must maintain this data in ESL binders. (As well as give the principal a copy of all the letters). The binders are broken into grades K-2, and 3-5. This process is also put forth in regards to continued entitlement letters. These letters are sent to the students who according to the NYSESLAT test data continue to be entitled to services since they have not scored proficiency on the test. The letters are sent out to students in English and their native language, and copy and maintained in the school's K-2, and 3-5 ESL binders.

At this time we do not meet the criteria to open a Bi-Lingual Program. In order to support our ELLS in our Free-Standing ESL Program, attempts are made to place incoming ELL students in classes that have other ELL students in attendance. This procedure is followed so that ESL teachers can easily push-in to classes and attend to small groups of students, and so that ELL students will have the ongoing support of their ELL peers. Parents are notified of their child's ESL Teacher, through the Placement Letter and/or Continued Entitlement Letter, which was sent to all parents. In addition, there is an open invitation to collaborate through ongoing parent-teacher partnerships.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)

Trends reveal that few parents request a program other than our Freestanding ESL Program. Trends indicate that requests for programs other than Freestanding ESL have generally been low and never more than ten (10) requests per grade. For the school year, 2011-2012, we had 11 requests for freestanding ESL and 2 requests for Transitional Bilingual Education. However, if we receive an increased amount of requests for an alternate program, we will honor parents' requests as stipulated in CR 154. We are aware that the CR Part 154 mandate must be met when there are 15 students on a grade, or two continuous grades with 15 students who speak the same language. If parent response is strong we would have to look into opening a bilingual program. In addition, if a parent would like another program, other than Freestanding ESL, the ESL teachers will do the necessary work to find appropriate placement for that family.

6. Are the program models offered at your school aligned with parent requests, if no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

At the Parent Orientation, parents are shown the Program Orientation DVD in the appropriate language. Parents are given an opportunity to ask questions. Parents are informed that if they do not choose a program for their child, he or she will be placed in a Transitional Bilingual Education program, if available. Parents are notified that bilingual classes are provided when there are 15 or more students on two contiguous grades for Grades K-5. They are told that if there are not enough students to support a TBE program, the school is mandated to provide an English as a Second Language Program to the students. The Parent Survey & Program Selection Form is distributed to the parents at the end of the Parent Orientation in the appropriate languages. Parents are told to read the survey, make their selection, and return signed documents. Parents/guardians are informed that studies show that students who remain in one program consistently attain English proficiency more quickly and perform better academically than students who are switched from one program to another. Parents/guardians are told that, once the LAB-R is administered to their child within 10 school days, they will be notified in writing of their child's eligibility and placement in an instructional program in accordance with their selection, if possible.

There are generally less than 10 requests per grade for programs other than Freestanding ESL. However, parents who did request another program option are informed of their current options and are told of neighboring schools that do offer their requested program. We also inform parents that if they choose to keep their child at PS 54, although he/she will attend the ESL Program at this time, we will maintain their requests and when and if we have the required amount of parents, we will open the requested program at our school. If we do receive an increase in the amount of parents requesting a different program model, in accordance with CR 154 regulations, we will open the requested program thereby honoring parent choices. These requests are maintained and tallied throughout the school year.

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●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	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	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	3	2	3	1	0	0	0	0	0	0	0	0	9
Total	0	3	2	3	1	0	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	88	Newcomers (ELLs receiving service 0-3 years)	71	Special Education	26
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	0

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

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

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
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	71	0	15	17	0	11	0	0	0	88
Total	71	0	15	17	0	11	0	0	0	88

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	10	5	6	9	4	0	0	0	0	0	0	0	41
Chinese	0	2	0	2	0	0	0	0	0	0	0	0	0	4
Russian	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	2	0	0	3	1	1	0	0	0	0	0	0	0	7
Arabic	3	2	1	2	0	1	0	0	0	0	0	0	0	9
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	2	0	1	1	0	0	0	0	0	0	0	4
Other	5	6	5	1	0	3	0	0	0	0	0	0	0	20
TOTAL	17	20	13	15	12	11	0	88						

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?

1) How is instruction delivered?

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

In addition, this year P S 54 has purchased the new Houghton Mifflin Harcourt Journeys ELA program in grades 3, 4 and 5, and we plan to purchase the program for grades K-2 in the near future. This program is utilized by the classroom teacher with support from the ESL teachers during Reading Workshop. Utilizing the ESL and Intervention components, our ESL teachers support ELL students prior to classroom lessons, thereby scaffolding learning. Some ESL components include Write-In Readers that provide intervention for readers who struggle and Reading Tool Kits that provide targeted skill-based intervention to further develop the ELL students' reading. These interventions include support with grammar, sentence structure and vocabulary development. ESL teachers maintain Progress Monitoring boxes that provide ongoing direction for struggling ELLS.

a. What are the organizational models?

Both the push-in and pull-out models are utilized:

Push-in model: An ESL teacher works with ELLS during content instruction in collaboration with the classroom teachers in order to

A. Programming and Scheduling Information

provide language acquisition and vocabulary support while retaining content instruction time. This model is utilized on a needs basis through the collaboration of the ESL and classroom teacher on all grade levels.

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

We have two full time licensed ESL teachers to fulfill the accommodations of our ELL students, and we are currently seeking to hire a third. We have reached out to our Network to assist in creating a Budget Line to hire this individual.

Literature and content-based instruction, aligned explicitly to New York State learning standards and in compliance with CR Part 154 regulations in ESL, ELA, NLA and content areas, is indicated below in section b.

b. What are the Program Models?

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

In all grades, an attempt is made to push-in to the classroom and deliver ESL services through small-group instruction in the classroom. In addition to push-in, small groups are often pulled-out by the ESL teacher for focused ESL instruction. This interchangeable method of instruction permits the ESL teacher to support her ELLs in class when needed, and to also deliver targeted instruction based on their needs in a smaller self-contained setting. This determination is made in by the ESL teacher in collaboration with the classroom teacher.

During registration, ELL students are placed heterogeneously by grade in their classes. An attempt is made to place ELLs together in 2 or 3 of the 5 or 6 classes on each grade. In this way, it is easier for the ESL Teacher to push-in to classes for small group instruction. The ESL teacher travels from class to class and delivers the mandated minutes to groups of students, either in their classrooms or in the ESL teacher's room throughout the school day.

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

The Reading Block in a Balanced Literacy Program:

THE READING WORKSHOP

8:10 – 9:30

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

Students focus on prior day's TP in Leveled Books

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

All children gather in the meeting area:

•Modeling of TP/Shared Reading:

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

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

-Connection (connect new learning to prior knowledge)

-Teaching Point (teach/model new strategy)

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

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

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

Students return to seats:

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

A. Programming and Scheduling Information

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

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

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

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

GUIDED READING

SMALL GROUP DIFFERENTIATED INSTRUCTION

Guided Reading/

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

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

-Teacher instructs a Guided Reading group.

All students work in small groups.

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

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

In addition to our existing ELA Program, P S 54 has purchased the new Houghton Mifflin Harcourt Journeys ELA program in grades 3, 4 and 5, and we plan to purchase the program for grades K-2 in the near future. This program is utilized by the classroom teacher with support from the ESL teachers during Reading Workshon. Utilizing the ESL and Intervention components, our ESL teachers support ELL

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% maintain Progress Monitoring boxes that provide ongoing direction for struggling ELLS.			
75% ESL instruction is aligned with the Common Core Standards in Reading. Houghton Mifflin Harcourt Journeys supports the Common Core by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language. The program provides ample practice and application of reading			
50% by emphasizing explicit, systematic instruction in			
25% provides ample practice and application of reading			
learners to reinforce instruction and learning. Specific skills that are aligned with the Common Core Standards include Discussions and Presentations, Teacher-Student Reading Conferencing, Utilizing Technology in Reading, Spoken and Written English Language Conventions, and High-Frequency Words.			
100%			
75%			
50%			
25%			
PS 54 has a Common Core Curriculum Team of			
During weekly Teacher Team meetings, classroom teachers of ELLS discuss samples of ELLS' work and it's alignment with Common Core expectations. As a result, strategies and good teaching practices that embed the philosophy of the Common Core Standards in reading instruction are established for our ELL students. Such strategies range from comprehension to specific decoding strategies, depending on the student work presented. ESL teachers assist classroom teachers of ELLS in their understanding of teaching reading to LEP students.			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

A. Programming and Scheduling Information

ELLS. These graduate students work with small groups and one-on-one during the school day, offering focused reading intervention that is based on each student's instructional needs.

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?

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- A tutoring program, facilitated by graduate students from The College of Staten Island, is offered to our high-need ELLS. These graduate students work with small groups and one-on-one during the school day, offering focused reading intervention that is based on each student's instructional needs. During the interview process, we ascertain if these volunteers speak another language, and if so, they are encouraged to incorporate it into their program.

- The classroom teacher, along with the ELL teacher, plans for instruction in all subject areas based on the results of all assessment data, including the 2010-2011 NYSESLAT, ECLAS-2, E-PAL, Acuity Predictive, Scantron Performance Series, and all informal classroom assessments, including teacher observations, conferencing, and classroom performance. If warranted, any ELL student not achieving according to standards-based expectations are remediated one-on-one, during our 37.5 minutes SBO. Peer support with the native language is encouraged.

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

- Developmental Reading Analysis (DRA) assessments are administered triennially during predetermined benchmark periods, as designated in the Monitoring for Results Program, to track all ELL students' reading levels throughout the school year. Teachers indicate interim goals for each student based on benchmark results, and instruction is put in place accordingly. Students who cannot read English are encouraged to read books in their native language.

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

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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In addition to peer support, many of our Paraprofessionals speak a second language. These bilingual paras are placed with our SWD-ELL

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.
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In addition to peer support, many of our Paraprofessionals speak a second language. These bilingual paras are placed with our SWD-ELL whose IEP mandate a bilingual para. These paras are encouraged to work with these students in their native language. They are

A. Programming and Scheduling Information

12:10-1:00 Lunch

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

PS 54 does not have a dual language program.

1:05-1:50 Mrs. Crespi/Friedman, Mrs. Amerosa (3rd gradeCTT, 4/5 Special Education)

1:55-2:40 Ms. Portalatin, Mrs. Coven/Wolfson (3/4th grade Special Education, 3rd grade CTT, 2nd grade CTT)

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

• Our classroom teachers and Content Specialists in grades Pre-K-5th grade attend weekly teacher team meetings with the ESL Teachers, Principal and Assistant Principal. The PS 54 Inquiry/Teacher Teams examine reading work samples during this time. Alignment with the Common Core Standards is discussed. Each team member offers advice on ways to increase students' progress, and passes this along to the classroom teacher as well as the ESL teacher. These strategic intervention strategies are utilized to help fulfill the instructional needs of the child and ensure that the Common Core Reading Standards' expectations are met.

We are planning focused Teacher Team Meetings which will be facilitated by our ESL Teachers. During these ongoing Professional Development sessions, our classroom and content area teachers will learn ESL Strategies that they can utilize in their classroom throughout the school day. ESL Teachers will also facilitate the understanding of the diverse cultures from which our children come during these workshops, and how to support their ELLS in their native language.

Our new Journeys Reading Program affords us two full-day Professional Development, the first of which is scheduled for Nov. 1st, 2011. During these sessions all our pedoguges will learn to scaffold learning for our ELL by utilizing the ELL componant of Journeys.

• Our network provides professional development outside of school. We are in the process of developing a lunch and learn program where strategies and support for ELLs will be addressed.

Our Speech Therapist has attended the following Professional Development throughout the 2009-2010 school year to the present time:

- "Helping Speech Impaired Children Using ELL Methodology"

- "Differentiating Between English Language Learners and Learning Disabled Children"

- "How ELLS Learn a Second Language"

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

Our Occupational/Physical Therapists have attended multiple Professional Development workshops that align the needs of all students, including ELLS with the services they provide. For example, Jude Hann, our OT/PT service provider recently attended the following workshop:

"Integrating Executive Functions into OT Practice: Strategies for Assessment and Treatment with Children"

Date: 10/20/2010. Discussed: Cognitive goals and strategies for all children, including English as a second language learners.

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

Our Parent Coordinator attends numerous workshops throughout the year that address the needs of our ELL students and their families. A recent conference at the Javits Center in NYC "Partnership to Prepare Your Child" which celebrated the contributions of the many

A Programming and Scheduling Information

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In addition to the above on-going support these staff members, and for all teachers of ELLs and staff at P.S. 54, the following targeted professional development workshops (listed below) were also presented at P.S. 54. All ESL Teachers and teachers of ELL students, our Assistant Principal, Service Providers, paraprofessionals and Special Education teachers, have been serviced by these professional development sessions. Throughout the school year to the present time, our teachers have been given options for their own professional growth. Their overwhelming request has been for "differentiation of instruction" as their major area of interest. In response to this we invited several professionals associated with the Neag Center for the Gifted and Talented of the University of Connecticut to conduct in-school Professional Development sessions addressing differentiation of instruction. In addition to these choices for personal growth, all our teachers have participated in professional development offered in-school during our ongoing Teacher Team meetings, Inquiry Team meetings, AIS/PPT meetings and Faculty Conferences. During these sessions, our teachers have been actively engaged in the acquisition of the Language Experience Approach (LEA) to instruction. Indicated below, is a listing of Professional Development sessions our faculty has attended from January, 2009 through September 2011.

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

In addition to the above on-going support these staff members, and for all teachers of ELLS and staff at P.S. 54, the following targeted professional development workshops (listed below) were also presented at P.S. 54. All ESL Teachers and teachers of ELL students, our Assistant Principal, Service Providers, paraprofessionals and Special Education teachers, have been serviced by these professional development sessions. Throughout the school year to the present time, our teachers have been given options for their own professional growth. Their overwhelming request has been for "differentiation of instruction" as their major area of interest. In response to this we invited several professionals associated with the Neag Center for the Gifted and Talented of the University of Connecticut to conduct in-school Professional Development sessions addressing differentiation of instruction. In addition to these choices for personal growth, all our teachers have participated in professional development offered in-school during our ongoing Teacher Team meetings, Inquiry Team meetings, AIS/PPT meetings and Faculty Conferences. During these sessions, our teachers have been actively engaged in the acquisition of the Language Experience Approach (LEA) to instruction. Indicated below, is a listing of Professional Development sessions our faculty has attended from January, 2009 through September 2011.

In November of 2011, our two licensed ESL Teachers will attend English Language Learners with Disabilities: Assessment, Placement,

A Programming and Scheduling Information

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

- The Parent/School Compact is written in collaboration with all families, including those families of our ELL students.
 - Family Activities include an International Fair where all families are invited, and through the sharing of food, dance and music, celebrate their diverse cultures with the entire P.S. 54 school community.
 - The P.S. 54 Parent Teacher Association (PTA) includes constituents that are representative of our diverse culture, including family members from our ELL population. The PTA conducts outreach in order to include families of ELLs in school participation and in all PTA activities.
 - Our bilingual Parent Coordinator conducts outreach to all families of ELL students, including English Language Workshops for adults.
 - Our Social Studies Content Specialist/Library Teacher, in collaboration with our bilingual Parent Coordinator and ESL Teachers, conducts Workshops for parents of our ELL students. During this time, parents will be offered English Language instruction. This year we hope to continue this practice, contingent upon a Grant offered by The Community Jewish Community Center.
- We support our parents in their native language through the offering of Interpretation services. Pedagogues and staff who may be called upon for interpretation include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of these interpreters will assist the parents in interpretations. If additional interpretation is needed, we contact the Department of Education Interpretation Services Department for assistance.

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

- Susan Wagner High School (student volunteers to help the ELLs with literacy, and math)
- The College of Staten Island (student volunteers to help the ELLs with literacy, and math)
- NYC Public Library
- Internet Safety - NYCPD
- Behavioral Management (Pre-K & Kgn. Students) Social Worker
- Mighty Milers

This year we anticipate a grant-funded series of workshops offered by the community-based Jewish Community Center (JCC). These workshops will facilitate the learning of the English language for our ELL Parents'.

Pedagogues and staff who may be called upon for interpretation during any of these activities include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of these interpreters will assist the parents in filling out the HLIS. If additional interpretation is needed, we contact the Department of Education Interpretation services Department for assistance.

3. How do you evaluate the needs of parents?

- Our ESL teachers ensure that our ELL parents receive all pertinent correspondence in their native language, by utilizing the Preferred Language Form.
- We have an open-door policy which encourages parents to come forward and tell us what their needs are. Our ESL teachers and bilingual Parent Coordinator welcome the families of ELL students, and encourage them to share their concerns openly.
- During conferences and meetings with the teachers, the nurse, guidance counselor, social worker, administration, and all other school-based professionals, parents are encouraged to express their needs and concerns.
- The PTA submits an annual survey and evaluates parent responses. Outcomes are presented at both PTA Meetings and School Leadership Meetings, during which responses are evaluated and action plans are formulated.
- The annual School Environment Survey is evaluated for parent responses, and plans for improvements are made accordingly.
- The ESL teachers are always available to answer any questions parents have concerning their children or any guidance they need to helping their child succeed in the school environment.
- There are options given to ELL parents for afterschool help, and letters are mailed in the parents' home language (when requested).
- Contingent upon funding, we would like to offer more workshops on topics that parents' request the most information about, for example: common core inquiries, ELA and Math state test preparation, the importance of reading to your child in their native language.
- Our Parent Coordinator organizes family nights, as well as various holiday activities, for example: Halloween Spook and Read.

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Pedagogues and staff who may be called upon for interpretation during any of these events include, Mrs. Azim (Arabic), Mrs. Wong

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			
Social Studies:			
Math:			
Science:			

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

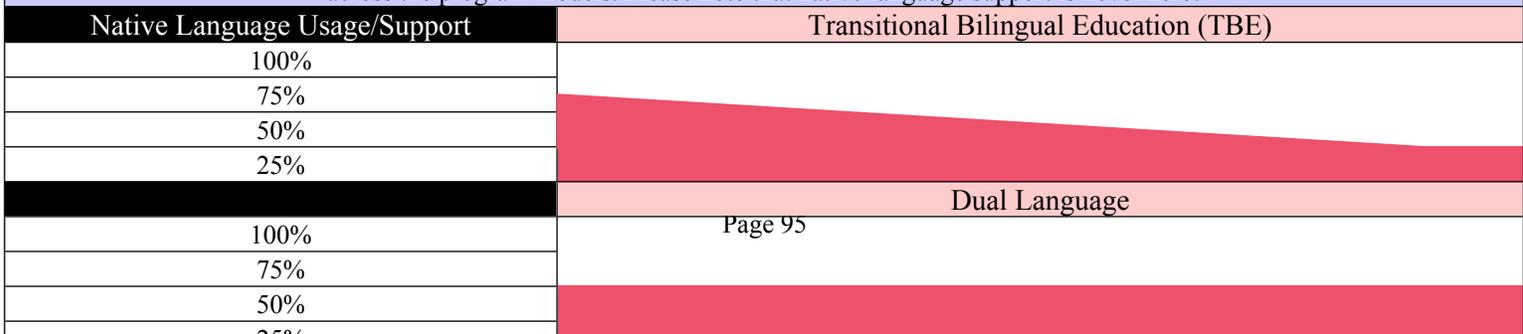
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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. Describe your target intervention programs for ELLS in ELA, Math and other content areas. (Specify ELL subgroups targeted.) Please list the range of intervention services offered in your school for the above areas as well as the language (s) in which they are offered.

- P S 54 has purchased the new Houghton Mifflin Harcourt Journeys ELA program in grades 3, 4 and 5, and we plan to purchase the program for grades K-2 in the near future. This program is utilized by the classroom teacher with support from the ESL teachers during Reading Workshop. Utilizing the ESL and Intervention components, our ESL teachers support ELL students prior to classroom lessons, thereby scaffolding learning. Some ESL components include Write-In Readers that provide intervention for readers who struggle and Reading Tool Kits that provide targeted skill-based intervention to further develop the ELL students' reading. These interventions include support with grammar, sentence structure and vocabulary development. ESL teachers maintain Progress Monitoring boxes that provide ongoing direction for struggling ELLS. This program is offered primarily in English, however peer support in a student's native language is encouraged. It is for this reason that we try to place students of similar backgrounds in the same class.
- A tutoring program, facilitated by graduate students from The College of Staten Island, is offered to our high-need ELLS. These graduate students work with small groups and one-on-one during the school day, offering focused reading intervention that is based on each student's instructional needs. During the interview process, we ascertain if these volunteers speak another language, and if so, they are encouraged to incorporate it into their program.
- The classroom teacher, along with the ELL teacher, plans for instruction in all subject areas based on the results of all assessment data, including the 2010-2011 NYSESLAT, ECLAS-2, E-PAL, Acuity Predictive, Scantron Performance Series, and all informal classroom assessments, including teacher observations, conferencing, and classroom performance. If warranted, any ELL student not achieving according to standards-based expectations are remediated one-on-one, during our 37.5 minutes SBO. Peer support with the native language is encouraged.
- Following each Periodic testing period (ECLAS, E-PAL, Performance Series, Acuity Predictive) for ELA and Math, the results of our ELL population's assessments are analyzed for evidence of academic growth towards achieving State Standards. English Language Learners' classroom teachers plan differentiated and individualized instruction based on the results of these analyses. As an outcome of planning, areas of student needs within all subject areas are identified, interim goals are established, and provisions for alternate instructional strategies are formulated and implemented.
- Developmental Reading Analysis (DRA) assessments are administered triennially during predetermined benchmark periods, as designated in the Monitoring for Results Program, to track all ELL students' reading levels throughout the school year. Teachers indicate interim goals for each student based on benchmark results, and instruction is put in place accordingly. Students who cannot read English are encouraged to read books in their native language.
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In addition to peer support, many of our Paraprofessionals speak a second language. These bilingual paras are placed with our SWD-ELL

B. Programming and Scheduling Information--Continued

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In addition to peer support, many of our Paraprofessionals speak a second language. These bilingual paras are placed with our SWD-ELL whose IEP mandate a bilingual para. These paras are encouraged to work with these students in their native language. They are

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

PS 54 does not have a dual language program.

D. Professional Development and Support for School Staff

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

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

• Our classroom teachers and Content Specialists in grades Pre-K-5th grade attend weekly teacher team meetings with the ESL Teachers, Principal and Assistant Principal. The PS 54 Inquiry/Teacher Teams examine reading work samples during this time. Alignment with the Common Core Standards is discussed. Each team member offers advice on ways to increase students' progress, and passes this along to the classroom teacher as well as the ESL teacher. These strategic intervention strategies are utilized to help fulfill the instructional needs of the child and ensure that the Common Core Reading Standards' expectations are met.

We are planning focused Teacher Team Meetings which will be facilitated by our ESL Teachers. During these ongoing Professional Development sessions, our classroom and content area teachers will learn ESL Strategies that they can utilize in their classroom throughout the school day. ESL Teachers will also facilitate the understanding of the diverse cultures from which our children come during these workshops, and how to support their ELLS in their native language.

Our new Journeys Reading Program affords us two full-day Professional Development, the first of which is scheduled for Nov. 1st, 2011. During these sessions all our pedoguges will learn to scaffold learning for our ELL by utilizing the ELL componant of Journeys.

• Our network provides professional development outside of school. We are in the process of developing a lunch and learn program where strategies and support for ELLs will be addressed.

Our Speech Therapist has attended the following Professional Development throughout the 2009-2010 school year to the present time:

- "Helping Speech Impaired Children Using ELL Methodology"

- "Differentiating Between English Language Learners and Learning Disabled Children"

- "How ELLS Learn a Second Language"

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

Our Occupational/Physical Therapists have attended multiple Professional Development workshops that align the needs of all students, including ELLS with the services they provide. For example, Jude Hann, our OT/PT service provider recently attended the following workshop:

"Integrating Executive Functions into OT Practice: Strategies for Assessment and Treatment with Children"

Date: 10/20/2010. Discussed: Cognitive goals and strategies for all children, including English as a second language learners.

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

In addition to the above on-going support these staff members, and for all teachers of ELLs and staff at P.S. 54, the following targeted professional development workshops (listed below) were also presented at P.S. 54. All ESL Teachers and teachers of ELL students, our Assistant Principal, Service Providers, paraprofessionals and Special Education teachers, have been serviced by these professional development sessions. Throughout the school year to the present time, our teachers have been given options for their own professional growth. Their overwhelming request has been for "differentiation of instruction" as their major area of interest. In response to this we invited several professionals associated with the Neag Center for the Gifted and Talented of the University of Connecticut to conduct in-school Professional Development sessions addressing differentiation of instruction. In addition to these choices for personal growth, all our teachers have participated in professional development offered in-school during our ongoing Teacher Team meetings, Inquiry Team meetings, AIS/PPT meetings and Faculty Conferences. During these sessions, our teachers have been actively engaged in the acquisition of the Language Experience Approach (LEA) to instruction. Indicated below, is a listing of Professional Development sessions our faculty has attended from January, 2009 through September 2011.

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

• Our classroom teachers and Content Specialists in grades Pre-K-5th grade attend weekly teacher team meetings with the ESL Teachers, Principal and Assistant Principal. The PS 54 Inquiry/Teacher Teams examine reading work samples during this time. Alignment with the Common Core Standards is discussed. Each team member offers advice on ways to increase students' progress, and passes this along to the classroom teacher as well as the ESL teacher. These strategic intervention strategies are utilized to help fulfill the instructional needs of the child and ensure that the Common Core Reading Standards' expectations are met.

We are planning focused Teacher Team Meetings which will be facilitated by our ESL Teachers. During these ongoing Professional Development sessions, our classroom and content area teachers will learn ESL Strategies that they can utilize in their classroom throughout the school day. ESL Teachers will also facilitate the understanding of the diverse cultures from which our children come during these workshops, and how to support their ELLS in their native language.

Our new Journeys Reading Program affords us two full-day Professional Development, the first of which is scheduled for Nov. 1st, 2011. During these sessions all our pedagogues will learn to scaffold learning for our ELL by utilizing the ELL component of Journeys.

• Our network provides professional development outside of school. We are in the process of developing a lunch and learn program where strategies and support for ELLs will be addressed.

Our Speech Therapist has attended the following Professional Development throughout the 2009-2010 school year to the present time:

- "Helping Speech Impaired Children Using ELL Methodology"

- "Differentiating Between English Language Learners and Learning Disabled Children"

- "How ELLS Learn a Second Language"

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

Our Occupational/Physical Therapists have attended multiple Professional Development workshops that align the needs of all students, including ELLS with the services they provide. For example, Jude Hann, our OT/PT service provider recently attended the following workshop:

"Integrating Executive Functions into OT Practice: Strategies for Assessment and Treatment with Children"

Date: 10/20/2010. Discussed: Cognitive goals and strategies for all children, including English as a second language learners.

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

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In November of 2011, our two licensed ESL Teachers will attend English Language Learners with Disabilities: Assessment, Placement,

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

- The Parent/School Compact is written in collaboration with all families, including those families of our ELL students.
- Family Activities include an International Fair where all families are invited, and through the sharing of food, dance and music, celebrate their diverse cultures with the entire P.S. 54 school community.
- The P.S. 54 Parent Teacher Association (PTA) includes constituents that are representative of our diverse culture, including family members from our ELL population. The PTA conducts outreach in order to include families of ELLs in school participation and in all PTA activities.
- Our bilingual Parent Coordinator conducts outreach to all families of ELL students, including English Language Workshops for adults.
- Our Social Studies Content Specialist/Library Teacher, in collaboration with our bilingual Parent Coordinator and ESL Teachers, conducts Workshops for parents of our ELL students. During this time, parents will be offered English Language instruction. This year we hope to continue this practice, contingent upon a Grant offered by The Community Jewish Community Center.

We support our parents in their native language through the offering of Interpretation services. Pedagogues and staff who may be called upon for interpretation include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of these interpreters will assist the parents in interpretations. If additional interpretation is needed, we contact the Department of Education Interpretation Services Department for assistance.

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

- Susan Wagner High School (student volunteers to help the ELLs with literacy, and math)
- The College of Staten Island (student volunteers to help the ELLs with literacy, and math)
- NYC Public Library
- Internet Safety - NYCPD
- Behavioral Management (Pre-K & Kgn. Students) Social Worker
- Mighty Milers

This year we anticipate a grant-funded series of workshops offered by the community-based Jewish Community Center (JCC). These workshops will facilitate the learning of the English language for our ELL Parents'.

Pedagogues and staff who may be called upon for interpretation during any of these activities include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of these interpreters will assist the parents in filling out the HLIS. If additional interpretation is needed, we contact the Department of Education Interpretation services Department for assistance.

3. How do you evaluate the needs of parents?

- Our ESL teachers ensure that our ELL parents receive all pertinent correspondence in their native language, by utilizing the Preferred Language Form.
- We have an open-door policy which encourages parents to come forward and tell us what their needs are. Our ESL teachers and bilingual Parent Coordinator welcome the families of ELL students, and encourage them to share their concerns openly.
- During conferences and meetings with the teachers, the nurse, guidance counselor, social worker, administration, and all other school-based professionals, parents are encouraged to express their needs and concerns.
- The PTA submits an annual survey and evaluates parent responses. Outcomes are presented at both PTA Meetings and School Leadership Meetings, during which responses are evaluated and action plans are formulated.
- The annual School Environment Survey is evaluated for parent responses, and plans for improvements are made accordingly.
- The ESL teachers are always available to answer any questions parents have concerning their children or any guidance they need to helping their child succeed in the school environment.
- There are options given to ELL parents for afterschool help, and letters are mailed in the parents' home language (when requested).
- Contingent upon funding, we would like to offer more workshops on topics that parents' request the most information about, for example: common core inquiries, ELA and Math state test preparation, the importance of reading to your child in their native language.
- Our Parent Coordinator organizes family nights, as well as various holiday activities, for example: Halloween Spook and Read.

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 - Our Parent Coordinator organizes family nights, as well as various holiday activities, for example: Halloween Spook and Read.
- Pedagogues and staff who may be called upon for interpretation during any of these events include, Mrs. Azim (Arabic), Mrs. Wong

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)	13	0	1	4	1	1	0	0	0	0	0	0	0	20
Intermediate(I)	9	6	5	2	2	1	0	0	0	0	0	0	0	25
Advanced (A)	13	9	7	5	7	2	0	0	0	0	0	0	0	43
Total	35	15	13	11	10	4	0	0	0	0	0	0	0	88

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	3	0	0	9
4	1	5	1	0	7
5	1	4	2	0	7
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	5	0	4	0	1	0	0	0	10
4	1	0	5	0	3	0	0	0	9

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	8	0	1	0	9
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

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

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

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

- E-PAL measures Reading and Writing; Listening and Writing; and Writing Mechanics

- DRA/WRAP measure Reading Accuracy and Reading Comprehension, with the outcomes being the assigning of a Reading Level (F & P)
- Scantron Performance Series Assessments measures each ELL student's current reading skills, and presents teachers with Standards-based Suggested Learning Objectives for their ELL students. Teachers are then equipped with a starting-point for instruction, based on what the student already knows.

- Acuity Predictive Assessments predict students' anticipated performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards.

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

- What is revealed by the data patterns across proficiency levels (on the LAB-R NYSESLAT Performance Trends

A review of 2010-2011 New York State Second Language Achievement Test (NYSESLAT) Combined Modality Report reveals that in 2011, grades one through five all scored a Level Intermediate (I) or higher on the Listening and Speaking component of the NYSESLAT. The numbers also reveal that the greatest level of proficiency is in the area of listening and speaking.

In the areas of Reading and Writing, 13 total students scored a Beginning (B) level in 2011, 16 total students scored a Beginning (B) level in 2010, 12 in 2009, and 11 in 2008. This pattern indicates that our ELL students have consistently scored lower in Reading and Writing than in Listening and Speaking on their NYSESLAT assessments.

Additional Information

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

Part VI: LAP Assurances

School Name: Charles W. Leng, PS 54

School DBN: 31R054

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen LaRosa	Principal		10/14/11
Elizabeth Hession	Assistant Principal		10/14/11
Maria Titolo	Parent Coordinator		10/14/11
Jennifer Portney	ESL Teacher		10/14/11
Johanna Maisonave	Parent		10/24/11
Jennifer Azim	Teacher/Subject Area		10/14/11
Deanna Picone	Teacher/Subject Area		10/14/11
	Coach		1/1/01
	Coach		1/1/01
Nicole Stentella	Guidance Counselor		10/14/11
William Bonner	Network Leader		10/14/11
Ruth Gutman	Other <u>ESL Teacher</u>		10/14/11
Caroline Coraci	Other <u>PT ESL Teacher</u>		10/14/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R054 **School Name:** PS 54

Cluster: DSSI Cluster 04 **Network:** CFN 405

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.

-Our ESL teachers ensure that our ELL parents receive all pertinent correspondence in their native language by utilizing the Preferred Language Form. These forms are sent home at the beginning of the school year and their return is monitored. Returned forms are kept on file in our ESL Office. Depending on the preferred language, all important correspondence is translated and sent home accordingly. If there is a need for Oral Correspondance in the native language, translation is provided when needed.

-Our ESL teachers generate data from ATS indicating the Home Language Codes of all ELL students. This data is shared with all classroom teachers and staff members who interact/correspond with the families of our ELLS.

-During initial interviews at registration, a licenced pedgogy and/or licenced ESL Teacher determines the interpretation needs of incoming parents. Assistance is given through the utilization of our interpretation services (see Part B) so that written translation and oral interpretation needs are met prior to the ATS entry of the Home Language Code. In order to assure correct translation, an incoming parent may be asked to identify their native language by pointing it out on the Language Identification Guide card.

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.

At this time, our ESL Teachers have compiled a list of our ELL parents' preferred lanuages from the Preferred Langage Survey Forms. Currently, eleven families prefer both oral and written correspondance in Spanish. Three families prefer written correspondance in Spanish, and one family prefers only oral correspondance in Spanish.

One family prefers both written and oral correspondance in Urdu. One family prefers only written correspondance in Urdu, and one family prefers only oral correspondance in Urdu.

One family prefers both oral and written correspondance in Arabic.

One family prefers both written and oral correspondance in Russian, and one family prefers both written and oral correspondance in

Chinese/Cantonese. This information is shared with the classroom teachers of the children from these families.

In addition to the Preferred Language Surveys, we run School Data Summary Reports (RSDS) from ATS which identifies the Home Language of our ELLS.

Currently, this report indicates that we have 14 Albanian, 27 Arabic, 1 Bengali, 15 Chinese, 18 Cantonese, 1 French, 1 Gujarati, 1 Haitian Creole, 1 Hebrew, 4 Hindi, 2 Hausa, 2 Italian, 3 Korean, 1 Khmer, 8 Macedonian, 6 Mandarin, 61 Malayalam, 6 Filipino, 2 Polish, 2 Portuguese, 12 Russian, 19 Sinhalese, 95 Spanish, 1 Slovenian, 6 Tamil, 3 Telugu, 21 Urdu, and 1 Ukrainian.

Although most of these families also speak English, and according to their Preferred Language Survey Forms prefer all correspondence in English, we are cognizant of any needs that may arise from our diverse school community and will respond to any language and interpretation needs accordingly.

These findings are presented at School Leadership team meetings which are held monthly.

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.

PS 54 determines, within ten days of a student's enrollment, the primary language spoken by the family, and if this language is not English, whether the parents require language assistance in order to communicate effectively with the school staff. In accordance with this schedule:

-Our ESL teachers ensure that our ELL parents receive all pertinent correspondence in their native language, by referencing the Preferred Language Forms. These forms are sent home in the beginning of the school year, and their return is monitored. Returned forms are kept on file in our ESL Office. Depending on the preferred language, all important correspondence is translated and sent home accordingly.

PS 54 provides parents whose primary language is a covered language with the translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement or placement in any Special Education, English, Language Learner or non-standard academic program.

-We utilize the DOE Translation and Interpretation Unit for any written documentation for which translation is required, and cannot be satisfied by school staff (see Part B #2).

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.

-To best service our non-English speaking parents, we utilize the Language Identification Guide, which is presented to non-English speaking parents so that they may find their language and identify it for us.

-Pedagogues and staff who may be called upon for interpretation, as indicated in Part A, include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of these interpreters will assist the parents in all matters requiring interpretation, such as during group and one-on-one meetings. This service is offered upon request when such services are necessary for parents to communicate with teachers, guidance counselors, the school nurse and/or other school staff regarding critical information about their child's education.

-In addition, parents may choose to rely on an adult friend/companion or relative (who is over 18) for language and interpretation services. These individuals can serve as interpreters for school staff and parents during formal or informal meeting where student achievement and/or student conduct are discussed. This often occurs at Parent-Teacher conferences.

-If additional interpretation support is needed, we contact the Department of Education Interpretation services Department for over-the-phone assistance at 718-752-7373.

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>.

PS 54 provides 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 downloaded from:

<http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Resposibilities.htm>.

PS 54 has posted, near the primary entrance to the school, a sign in each of the most prominent covered languages, indicating the availability of interpretation services. In addition to these postings, the availability of language and interpretation services is also posted on our PS 54 School Website and on the Parent Coordinator's Bulliten Board. Translated signs in the covered languages, are downloaded at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

PS 54's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

PS 54 does not have parents of more than 10% of the children who speak a primary language that is neither English nor a covered language, and thereby is exempt from obtaining from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section. This includes posting and providing such forms in accordance with VII. NOTIFICATION REQUIREMENTS.

The PS 54 and DOE's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

Translated signs, in the covered languages, are downloaded at
<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Public School 54	DBN: 31R054
Cluster Leader: Cris Groll	Network Leader: William Bonner
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): ●K ●1 ●2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

-This program will support our Extension-of-Services ELL students who have not attained a score of Proficiency on the NYSESLAT exam for over three school years. It is our goal that with additional direct instruction, these students can achieve a score of Proficiency in 2012. In addition, we will open the program to all our English Language Learners in Grades 3-5, including Special Education ELLS. Our goal is to raise tests scores and demonstrate progress from our 2011 State ELA and Math to our 2012 assessment results.

-Students invited to attend the Title III ESL afterschool program will include all ELLS, including Special Education ELLS in grades 3, 4, 5. Additional emphasis will be on instruction for our Extension-of-Services ELLS (4-6 years).

-Our afterschool ESL Program will begin on November 15, 2011 and end in mid-May. This program will be held during two sessions weekly, on Tuesdays and Thursdays from 3:05 p.m. - 4:05 p.m. Extension-of-Services ELLS (4-6 years) will be serviced during one weekly session, and ELLS from grades 3-5 will be serviced during the second session.

-Instruction will be in English. Support for students whose native language is Spanish will be offered by our Parent Coordinator, Maria Titolo.

-One licensed ESL Teacher and one English Language Arts/Reading Specialist (who is a licensed classroom teacher) will service students. They will work alongside each other to ensure the needs of all students are met. An administrator will supervise the program and oversee all areas of curriculum and assessment.

-Programs that will be utilized during this direct instruction supplemental program include:

-Imagine Learning

-Imagine Math

- Test Preparation materials

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

-We believe that Professional Development is key to the success of our Title III ESL Program. Program teachers will engage in targeted professional development prior to beginning the Title III Program. This PD will stem from resources available from the publishers who will be supplying the program materials. In addition, in order to meet the growing needs of 21st Century ELLS, and align instruction with the new Common Core Standards, it is imperative that all teachers of ELLS are both knowledgeable and well-prepared. This preparation will be satisfied through the ongoing support offered by our comprehensive Professional Development program. All pedagogues who work with our ELLS, including classroom teachers and Content Specialists, our two full-time licensed ESL Teachers and our part-time, F-Status ESL will receive extended Professional Development, as follows:

-In addition to the specific Professional development offered by the publishing company from whom our Title III Program resources were purchased, Professional Development will be ongoing throughout the 2011-2012 school year. As mandated, all pedagogues will have received the mandatory 7.5 hours of ESL training by the completion of the school year.

A listing of Professional development already attended, and/or in the process of being presented include:

- Classroom teachers and Content Specialists in grades Pre-K-5th grade attend weekly teacher team meetings with the ESL Teachers, Principal and Assistant Principal. The PS 54 Inquiry/Teacher Teams examine student work samples during this time. Alignment with the Common Core Standards is discussed. Each team member offers advice on ways to increase students' progress, and passes this along to the classroom teacher as well as the ESL teacher. These strategic intervention strategies are utilized to help fulfill the instructional needs of the child and ensure that the Common Core Reading Standards' expectations for all students, including ELLS are met.

-We are planning focused Teacher Team Meetings which will be facilitated by our ESL Teachers. During these ongoing Professional Development sessions, our classroom and content area teachers will learn ESL Strategies that they can utilize in their classroom throughout the school day. ESL Teachers will also facilitate the understanding of the diverse cultures from which our children come during these workshops, and how to support their ELLS in their native language.

-The new Journeys Reading Program affords us two full-day Professional Development, the first of which is scheduled for Nov. 1st, 2011. During these sessions all our pedagogues will learn to scaffold learning for our English Language Learners by utilizing the ELL component of Journeys.

Part C: Professional Development

-Our network provides professional development outside of PS 54. We are in the process of developing a lunch and learn program where strategies and support for ELLs discussed at these workshops will be turn-keyed.

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

In addition to the above on-going support these staff members, and for all teachers of ELLs and staff at P.S. 54, the following targeted professional development workshops (listed below) were also presented at P.S. 54. All ESL Teachers and teachers of ELL students, our Assistant Principal, Service Providers, paraprofessionals and Special Education teachers, have been serviced by these professional development sessions. Our teachers are always given options for their own professional growth. In addition to these choices for personal growth, all our teachers have participated in professional development offered in-school during our ongoing Teacher Team meetings, Inquiry Team meetings, AIS/PPT meetings and Faculty Conferences. Indicated below, is a listing of Professional Development sessions our faculty has attended (or will attend) from September 2011 until the present time:

- o September 16, 2011 – LAP training, ESL teachers
- o September 20, 2011- ESL Network meeting, ESL teachers
- o September 27, 2011- Understanding Title III AMAO's- ESL teachers
- o October 13, 2011- CFN 405 Network workshop for Assistant Principal's of ELLS
- o In November of 2011, our two licenced ESL Teachers will attend 'English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement'. This institute offers an opportunity for participants to consider the different issues involved with diversity, disabilities, and special education. The institute will address the role that bias or inappropriate practice plays in the disproportionate placement of ELLs in special education, as well as the key factors to consider in the assessment of ELLs for special education. The institute will also look at ways to increase the level of family participation in the referral process through the use of effective strategies designed to assist families in advocating for their children. (November 17-18, 2011- English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement)

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

RATIONALE

-The inclusion of parents and families in student learning is of great importance to the success of our Title III Program. Parent engagement is a key factor in our ELL students' academic success. Our goal is to form a partnership with our parents, thereby giving them the support they need to help their children achieve.

SCHEDULE AND DURATION/TOPICS TO BE COVERED

- Parent Engagement is an ongoing process and series of events at PS 54. Parents are always welcome and considered an integral part of their children's education. The duration of parental involvement is throughout the school year, and scheduling when applicable, is determined during the planning stages of a particular event. Please see a listing of parental involvement listed below, with duration and scheduling included:

- We have an open-door policy which encourages parents to come forward and tell us what their needs are. Our ESL teachers and trilingual Parent Coordinator welcome the families of ELL students, and encourages them to share their concerns openly. This includes concerns about curriculum and learning as well as personal matters. Duration is throughout the school year and often-times a scheduled appointment is not required.
- During conferences and meetings with the teachers, the nurse, guidance counselor, social worker, administration, and all other school-based professionals extend a welcome to our ELL parents. During these times, as always, parents are encouraged to express their needs and concerns.
- The PTA submits an annual survey and evaluates parent responses. Outcomes are presented at both PTA Meetings and School Leadership Meetings, during which responses are evaluated and action plans are formulated. These surveys are distributed annually in the Spring of each school year, and changes are implemented the following year.
- The annual School Environment Survey is evaluated for parent responses, and plans for improvements are made accordingly. This survey is conducted annually by the NYCDOE, and results are presented in late Spring or early summer.
- The ESL teachers are always available to answer any questions parents have concerning their children, and/or any guidance they need in helping their child succeed in school. Duration and scheduling is on-going and flexible.
- We intend to invite our ELL Parents to select sessions of our Title III Program, in order to model

Part D: Parental Engagement Activities

strategies they can use at home with their children. This is in the planning stages.

- In the planning stages, we intend to offer workshops on topics that parents request the most information about, for example: Common Core inquiries, ELA and Math state test preparation, and strategies to help children become better readers. We intend to hold these workshops both during the school day and at a time in the evening most convenient for working parents.

- Our Parent Coordinator and PTA organizes family nights, as well as various holiday activities. For example: Halloween Spook and Read and Scary Movie night were recent events at our school, and were attended by over 200 parents. Spook and Read was held after-school from 3-4, and Scary Movie night was in the evening from 7-9 PM. Many other holiday and seasonal events, including an International Festival, are in the planning stages.

- We have many staff members who are bilingual, and who gladly offer their services to interpret for non-English speaking families. Pedagogues and staff who may be called upon for interpretation include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs. Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of these interpreters will assist parents. If additional interpretation is needed, we contact the Department of Education Interpretation services Department for assistance.

- We are currently reaching out to parents to obtain native language books from resources in their community.

- Our Kindergarten teachers are planning to invite parents (including our ELL parents) to participate during in-class activities. During these times, teachers intend to encourage parents to participate and to observe their children in learning centers, during read alouds and during other instructional activities. Scheduling is in the planning stages, but teachers hope to offer sessions once a week from 3-3:30 for the duration of the school year.

PROVIDERS:

- The providers of these activities will be the PS 54 Parent Coordinator, the PS 54 Principal and Assistant Principal, the two full-time licensed ESL Teachers, and all classroom teachers and Content Specialists at PS 54. In addition, the PS 54 bilingual Social Worker and Psychologist will offer their services on a needs basis. Our PTA will schedule and coordinate events that will appeal to our existing ELL families, and that will welcome new families into the PS 54 school community.

HOW PARENTS WILL BE NOTIFIED:

- All families will be notified of all events through the home-school corespondance system which we have in place for all our students. Through this system, all students receive a durable red pocket folder at the beginning of the school year. Teachers place all correspondance in one side pocket of the folder, and all returning correspondance is placed on the other side. This folder is reviewed by both parents and teachers daily.

Part D: Parental Engagement Activities

-Our school web-site www.ladybugs.org is up and running, and available for all parents to log-on. A PS 54 calendar and schedule of upcoming events is posted on the Home Page. There is a link for translation of this information as well.

-With the assistance of our Family Coordinator, all PS 54 Teachers and staff have access to the DOE Translation Services. Documents needing translation are forwarded to the Family Coordinator, who has them translated and sent home in the native language. The DOE Telephone Translation Unit is also utilized during conferences requiring translations when this need cannot be addressed by our multi-lingual staff.

-Our trilingual Parent Coordinator often call parents at home, and/or greets them at arrival/dismissal. At these times she extends invitations and/or announcements of school events and functions.

-Parents who have not responded to the above notification methods are called at home by our Family Coordinator or classroom teachers.

Part E: Budget

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

Allocation Amount: \$11,000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software		

Part E: Budget

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

Allocation Amount: \$11,000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		