



**Department of
Education**

Dennis M. Walcott, Chancellor

2011-2012 Comprehensive Educational Plan (CEP)

School Name : _Fordham Bedford Academy

dbn (district/ borough/ number i.e. 01M000): _10x054_____

principal: __Maribelle Pardo email: _____mpardo@schools.nyc.gov__

superintendent: _Sonia Menendez_____

05-17-2012

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Maribelle Pardo	*Principal or Designee	
Joanne Schneider	*UFT Chapter Leader or Designee	
Nordia Haughton	*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	
Marilyn Costa	Member/UFT ELL teacher	
John Lewis	Member/UFT Special Ed	
Sandra Cepeda	Member/UFT cluster tr.	
Josephine Iaraza	Member/UFT social workrt	
Nordia Haughton	Member/Parent Title 1	
Nancy Campos	Member/Parent, PA sec.	
Antonio Rodriguez	Member/ PA	

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.

<p>Annual Goal #1</p> <ul style="list-style-type: none">Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. <p>To improve ELA performance of ELL students</p>
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards. <p>Based on NYS ELA Spring 2011: grade 3 83% ELL level 1; 17% ELL Level 2; 0% ELL Level 3 Grade 4 36% ELL Level 1; 50% ELL Level 2; 14% ELL level 3 Grade 5 27% ELL level 1; 66% ELL level 2; 7% ELL level 3</p> <p>Based on Fall 2011 universal screener-DRA2- Grade 1: 60 % ELL level 1 (38% have IEP); 33% Level 2; 7% Level 3; 0% Level 4 Grade 2: 80% ELL level1; 5% ELL level 2; 10% Level 3; 5% Level 4</p>
<p>Instructional strategies/activities</p> <ul style="list-style-type: none">Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:<ul style="list-style-type: none">strategies/activities that encompass the needs of identified student subgroups, <p>Instruction: Explicit and intensive instruction in phonological awareness & phonics in order to build decoding skills Develop content vocabulary knowledge- through planning for content & language objective- frontloading ESL methodology-intergrated literacy/ social studies unit of study; increase in information reading units of study Promote ELL reading fluency with increase in focus on vocabulary and shared reading Increase in oral language development through – Guided reading to ensure reader-text match Use of the native language to develop language proficiency- create kindergarten bilingual dual language program</p> <p>Data: Purpose- teachers will continue to learn & apply how to use data to guide instruction to create better student outcomes; to track students to accelerate learning; discuss student data with colleagues, administrators & parents to have a better understanding of their students' specialized learning needs Teachers will analyze student literacy & linguistic data in teams & independently: analyze students language development according to the NYSESLAT with students language development according to the DRA2 and the teachers running records/ miscue analysis and comprehension by identifying patterns & discrepancies Teachers will use SOLOM as a tool to identify linguistic behaviors for the various language proficiency levels</p>

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Teachers will use NYSELAT rubric in the four language domains when assessing growth in the 4 domains
 Teachers will analyze student engagement and reading habits by using DRA2 engagement & reading rubric- 3 x a year
 Teachers will use the DRA Reading behaviors & Fountas & Pinell Literacy Continuum by level to interpret students reading skills and measure progress 3 times a year
 Compare the assessment tasks- baseline, midline, endline to determine student progress common core aligned tasks
 Interpret individual student data from interim assessments to identify/ measure progress/ understanding towards NYS learning standards
Response to Intervention- for students in each class not meeting benchmarks- school wide schedule of 75 minutes of uninterrupted time for small group work. Teachers meet with their lowest group on a specific skill as identified by the school's universal screener and then monitored by a running record w/ miscue analysis.
 Students in grades 3-5 in ELSS for 3 years or more RTI piloting Peer Assisted Learning by classroom teachers, literacy coach & ESL teacher 3 x a week.
 Students in grade 1-2 RTI piloting ELL intervention tool kit.
 Students in RTI- will further be monitored with Rigby ELL assessment 3 x year
 NYC DOE ELL Department- ELL RTI study group (May 2011- present) for leadership team- principal, assistant principal, literacy coach.
 December 2011- June 2012 Leadership team will study with Dr. Lesaux to analyze effective structures in tier 1 & tier 2 as evidenced by teacher practice & student learning.

b. staff and other resources used to implement these strategies/activities,

Target: teachers who service 25% or more ELLs in classroom setting
 Literacy coach (NYS bilingual certified); ESL push I pull out teacher (NYS TESOL certified & Fordham University adjunct professor).
 Vertical teacher teams scheduled bimonthly with some after school PD & planning opportunities
 Leadership team to monitor & revise PD based on interim assessments of students & teachers performance.
 NYC DOE ELL department to provide learning team PD & consultant- Dr. Lesaux

c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Professional development: teachers will create and execute coherent learning opportunities/ instruction for all of their students in their classrooms. Teachers will use their developing knowledge of: student data (formative/summative); language development in L2 (linguistics); content ; pedagogy (ESL practices);
 Teacher framework: Domain 1B: Knowledge of students, Domain 1E: Designing Coherent instruction; Domain 3a Communicating with students
 Structure: Vertical teacher team ELL collaboration for analyzing data- planning & lesson viewing (bimonthly sessions)
 Dr. Mercuri Institute – 3x times a year (October, December & February) 2-3 day sessions)
 ESL coordinator collaboration & literacy coach
 Evidence expected: Content & language objectives are aligned with grade wide curriculum; differentiation of lesson for different groups based on data; ESL strategies/ instructional approaches address the language domains

PD- on developing native language & dual language model- 1/12-6/12

d. timeline for implementation.

PD 9/23/11 understanding different language programs & understanding NYSESLAT data;- bimonthly; Dr. Mercuri Institutes 10/11; 12/11 & 2/11
Interim assessments for students reading inventory- 9/11; 10-11/11 & 1/12 & 5/12 DRA2 universal screener 3 x a year; running records with miscue analysis & comprehension rubric 12/11; 3/12; 4/12;

Strategies to increase parental involvement

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

- Translate all critical documents & provide interpretation during meetings and events as needed
- Schedule monthly workshops on learning in 2 languages coordinated by parent coordinator & ESL teacher
- Provide workshops in grade clusters about language development, reading comprehension strategies with emphasis CCLS reading for information
- PA , SLT and administration monthly planning and articulation
- Curriculum night, detailed report cards about tools used to asses students

Strategies for attracting Highly Qualified Teachers (HQT)

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

Hire via NYC Teacher Finder

Service and program coordination

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

Budget and resources alignment

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

We are a consolidated budget school. We use Title 1: literacy coach; 50% title 1 & FSF for ESL push in pull out teacher; 50% title 1 & FSF K bilingual teacher; title 1 for consultant; title 3 PD;

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Annual Goal #2 and Action Plan

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

Annual Goal #2

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

To improve ELA performance in all students

Comprehensive needs assessment

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

Based on Spring ELA 2011, Acuity, DRA2, reading unit assessments measuring NYS standards; Areas of need:

Standard 1; Reading for Information: identify main ideas & supporting details in informational text; identify a conclusion that summarizes the main idea;

Standard 2: Summarize main ideas & supporting details

Standard 3: Evaluate the content by identifying the author's purpose; evaluate information ideas, opinions, and themes in texts by identifying a central & supporting details.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,

Improve tier 1 instruction: Revision of literacy pacing calendar to reflect CCLS, increase content-based literacy.

Create baseline, midline, end of assessment unit tasks aligned to CCLS.

Expectations:

- Unpacking the CCLS Reading for Information in order to have shared understanding in what is being asked of students and work in backward design in how to teach the process. Know the Common Core standards and practice revising curriculum, assessment, and instruction.
- Creating assessment tasks which are aligned to the CCLS – periodic (3 times) to be used as formative assessment during the unit and as a summative for the end of the unit. Triangulation of data (universal progress monitoring, classroom data including conferences)
- Making instructional decision in balance literacy components to teach so students can learn and meet the outcomes.
- Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive

challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.

- Use of questioning that are higher order using Bloom's taxonomy to ensure rigor- engagement, checking for **understanding** prior to end of the lesson;
- All literacy units (fiction & nonfiction) will explicitly teach and measure summarize information- teachers will teach, measure, monitor, and revise instruction

Literacy Vertical Curriculum Team- Vertical team led by literacy coach to meet bimonthly to build understanding of CCLS reading for understanding, looking at student work aligned to CCLS task, rubric to measure student performance and use protocol to look for evidence and discuss student performance- through the lens of 3 students- not met, benchmark, above benchmark. School wide understanding / consensus of reading for information CCLS for each grade as evidenced by the assessment task and exemplars for each grade.

- **Strengthening student work** by examining and refining curriculum, assessment, and classroom instruction
- **Strengthening teacher practice** by examining and refining the feedback teachers receive. Teachers demonstrate evidence of feedback
- **Look closely at current student work** to understand the steps needed to reach the level of performance that the Common Core demands (
- **Engage all students in at least one literacy task aligned to strategically selected Common Core standards.** These tasks should be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners (winter 2011-12). –
- In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response. –
- **Lead teacher grade teams, at completing and or understanding the assessment tasks, look closely at resulting student work** to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff

Grade-wide Teacher Teams-

Prior to each literacy unit:

- Unpacking the CCLS Reading & Writing for Information/ Reading for Literature in order to have shared understanding in what is being asked of students and work in backward design in how to teach the process. Know the Common Core standards and practice revising curriculum, assessment, and instruction.

Prior and during each literacy unit:

- Coordinating knowledge of **content**, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.

Prior, during, and after each literacy unit:

- Use the unit assessments to make instructional decisions for the whole class and small group and differentiate during the whole group lesson.

Increase the multiple opportunities for grade teams to meet – cycle- after each assessment period measuring literacy outcome staff analyze annotated to work to measure if students met the benchmark. Analysis sheet is provided to administration- strengths, needs & action plan sting what has to happen in the teaching to improve student performance. Measure impact of action plan- at then of the unit and the cycle continues. Administration monitors the action plans & provides feedback & looks for evidence.

Supported by:

- Vertical Curriculum Team
- Coaches
- Digital Age Learning

ELL s Vertical Study - intentional teaching of academic language/vocabulary through the ELL study group.

- Study group model with professional resources
- Dr. Mercuri Institute on going
- Digital Age Learning- use of technology to further student understanding

Assessment Structures to measure effectiveness of practice

Monitoring for Reading-

- landscape reading performance to measure student reading progress throughout the year
- Screener to identify students' present performance
- Target students that are not meeting grade benchmark
- Further diagnose the skill the children are deficient and create an instructional plan
- Use technology to keep data transparent and accessible to all staff working with the same student
- Interim assessment -progress monitor- running record w/ miscue analysis (in the non DRA2 month w/ AUSSIE comprehension rubric information; is provided school wide to view which students are meeting the benchmark, at risk, above.
- Data is used for EFFECTIVE instructional whole group instruction to differentiate how students will be given access to curriculum and how they will show their understanding.

Data analysis and implications of reading and writing unit assessments.

- For monitoring & differentiation of whole group lesson, small group instruction

Early childhood

- Reduce class sizes in grades in 1 & 2 from 32 to 25 students
- Grade 1 lead teacher to provide professional development as a lab and 1:1 coach

- Grade PK & K - study the instructional practices of developing language in the 4 domains & its implication
- Strategic placement of staff in grade 1 for teaching literacy
- Content specialists will be used during zero period (30 minutes) in grade K & 1 to provide additional support with the next low performing reading group to reduce at risk students. Classroom teacher will provide the teachers with the skill the content (cluster teachers must work on)
- Explicit Phonics program- Fletchers Place in PreK; Phonics by Lesson- F&P grades K-3

Tier 2- Response to Intervention/ Response to Instruction

- Use data inquiry cycle- identify, plan of action, implement, measure & revise
- Identify students universal screener- the DRA2 rubric is used to identify the 1 or 2 areas to focus on.
- Create an instructional action plan
- Track progress monitoring for those specific children- running record and a skill inventory that matches then needs to measure students' response to instruction.
- Perform further diagnostic during the intervention period to – students' phonemic awareness; letter sound knowledge & decoding; oral reading fluency; sight word acquisition; vocabulary & comprehension.
- Time provided in schedule- period 1 & 0 . Frequency for lowest performing students in 5x/wk.
- Document the intervention instruction- stating essential skills; frequency; small group size; 6 weeks in length.
- Administrators track the students to measure growth prior to the school wide universal progress monitoring & meet with teachers to view the instruction provided.
- If students do not progress within mid point- a team of colleagues including IEP specialized staff & administrators will meet with the teacher to analyze and revise the intervention.

Extended day- grades 3-5 tier 2 tutoring 3x wk for 50 minutes , homogeneous groups based on ELA, Acquity, DRA2 data- programs to match students needs. Monitoring for effectiveness using program based assessments, analyzed by extended day teacher, and use the data to improve the teacher practice.

Social Workers- in take forms are given to staff to refer at risk students for emotional & academic intervention sessions; provide sessions on study skills in the fall with hold over students & self esteem small sessions; student leadership opportunities- monthly sessions during the lunch periods

b. staff and other resources used to implement these strategies/activities,

All teaching staff-provide direct instruction; literacy coach, lead teacher & administration to provide professional development; scheduling ; collegial viewing of the intervention to measure effectiveness; administrative feedback focusing on planning & preparation , implementation of the lesson with a focus on questioning.

c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

teacher teams scheduled to collaboratively to understand their students' specialized learning needs; bimonthly meetings with administrators about their student performance after providing their analysis; build capacity through the literacy curriculum to guide grade teams use data to

diagnose essential skills students need to meet the outcome and create an action plan that is monitored & revised.

d. timeline for implementation.

Summer 2011- send staff as a team to conferences on CCLS to unpack reading for information; August/ September- teacher teams to review school's literacy landscape to create grade consensus of which outcomes will be explicitly taught and measured. Assessment monitoring structures 9/11-6/12

Strategies to increase parental involvement

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

Provide monthly sessions to parents in which they experience the academic expectations on children with CCLS & benchmarks they are expected to meet for their grade.; ARIS training in understanding how to access information; social workers provide sessions on middle school process for grade 5 parents; Social workers provide sessions on the social emotional factors that affect academic performance : & best practice for parenting skills.

Communicating grade expectations in September during curriculum night. Providing narratives & student data sheets during progress reporting intervals.

Attendance family worker- to ensure at risk students are arriving to school & on time through phone outreach, mail, and home visits. Honoring parents with a monthly certificate for perfect attendance & quarterly attendance breakfast.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Early recruitment

Service and program coordination

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

Budget and resources alignment

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

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.

<p>Annual Goal #3</p> <ul style="list-style-type: none">To improve Math performance for all students
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none">Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards. <p>Based on NYS Math Spring 2011: Grade 3 20% level 1, 45% level 2, 35% level 3 Grade 4 10% level 1, 63% level 2, 28% level 3,4 Grade 5 10% level 1, 45% level 2, 45% level 3,4</p> <p>Standards not met: In Grades K & 1- Numeracy- complements of 10 and problem solving Grades 2 & 3 Measurement- standard & non standard units to estimate, elapsed time and money (count & represent combined coins & money); understand the place value structure of the base 10 number system. Grade 4- various meaning of multiplication & division; developing fluency in multiplying & dividing understanding the place value structure of base 10 system up to 10,000 Grade 5- estimation- justifying reasonableness ; estimate sums & differences of fraction ; perimeter</p>
<p>Instructional strategies/activities</p> <p>Improve Tier 1 instruction. Creation of mental maps for each EDM unit to assist teacher teams focusing on the understanding of math concepts within each unit, the creation of tasks that are aligned to common core for each unit, and vocabulary that needs to be stressed These created by a vertical Math curriculum team and shared at grade wide meetings.</p> <p>Last year the Kindergarten and Grade 1 teachers began planning using the Common Core Mathematics Standards. Analysis of student performance using the EDM program and the expectations of the Common Core Learning Standards lead administration to choose a new mathematics program to support the instructional needs of the Kindergarten and First grade students. This year at the Kindergarten and grade 1 levels teachers are implementing the ENvision mathematics program which is aligned to the Common Core Standards and Mathematical Practices. The implementation of the program provides the teachers the opportunity to implement standards-based lessons, assess students and provide targeted remediation. Because the Mathematical Practices are embedded in the</p>

program students will learn mathematics in a manner that will support their achievement measured by the CCLS Assessments in 2014.

Teacher Teams-Teacher teams will meet bimonthly to discuss mathematics. One of these meetings will be to analyze student work from the task created using common core protocol for looking at student work to analyze if the students met the benchmark. Analysis sheet will be provided to administration that includes strengths, needs, action plan. The other meeting will be for teachers to receive professional development around the teaching strategies and concepts related to Number and Operations in the base ten domain and then other concepts related to results from assessments.

Measuring impact and student growth: Students will begin year by taking CAM test which will be used as a screening tool. Grade k-5 students will be measured quarterly using CAM Benchmarking assessments. In grades 4,5 teachers will give These tests will determine who is making adequate progress and identify those students that need tier 2 small group instruction and in what specific areas. These assessments will drive our tier 3 instruction support from outside personnel and it will also drive our tier 2 support in the classroom. Teachers based on their data will be expected to conduct 2 weekly meetings with struggling students while remaining students in their classrooms will be practicing mathematic strategies through Everyday Math Games. Teachers will need to plan for and show proof of what strategy they are targeting, what their instruction will be, and how they are measuring the success.

RTI In grades 3-5 students will also use acuity assessments that are given 3 times assess whole group/small group/individual needs. Analysis plans will be expected 5 days after the results are back from acuity. These tests in conjunction with CBM/CAM, classroom teacher, tier three support personnel, will decide on further academic needs of students.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

Academic Intervention Services (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	43		N/A	N/A		1	2	
1	28	20	N/A	N/A			4	
2	32	15	N/A	N/A			10	
3	57	20	N/A	N/A			13	
4	33	20	25	23			15	
5	12	10	15	12			5	
6								
7								
8								

9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Grades 1-Reduce class size. First period AIS tier 2 intervention by classroom teacher. • Grades 2-5 first period is AIS tier 2 intervention small group; ESL teachers push in to provide small gr • 4 during the day pull out/push 45 minutes/4 days /wk in reading homogeneous small groups (F&P Intervention Program- phonemes, phonics 7 comprehension; holdovers- Wilson and guided reading) • Grades 2-5 extended day for 50 minutes X 3 days/wk; homogeneous reading levels in groups of 5-8 students on work on developing comprehension- Critical After school for targeted students- performance indicators in standard 1 reading for information- determining importance using National Geographic program
Mathematics	<ul style="list-style-type: none"> • Grades 3-5 F status teacher pull out & push in during mathematics time 4 days/wk/40 minutes using Math in Focus (Singapore) mathematics Intervention • Numeracy intervention small group instruction • Grades 3-5 extended day based on deficiency 40 minutes/3x/wk- Buckle Down Friday/Saturday program 8 WEEKS 3 hours sessions small groups of 10-12 students
Science	Students level 1- groups of 5 wkly/ 30 minutes vocabulary and lab performance Coach

	<ul style="list-style-type: none"> • AIS texts are content based as non fiction genre is our students' deficiency • extended day for students in grades 4 & 5 is in social studies and science- 3x/wk 40 minutes small group instruction <p>extended day cycle of 8 weeks in science concepts in grades 3-5 3x/ wk for 40 minutes using grade science units data for instruction- Coach</p>
Social Studies	<ul style="list-style-type: none"> • AIS texts are content based as non fiction genre is our students' deficiency • extended day for students in grades 4 & 5 is in social studies 3x/wk 40 minutes small group instruction • Weekly- Friday Social Studies guided reading program to teach language via content
At-risk Services provided by the Guidance Counselor	We do not have a guidance counselor but a social worker see below.
At-risk Services provided by the School Psychologist	Children in Crisis- observations in classrooms to analyze behaviors and assist in creating action plan, teach coping strategies, monitor, assess.
At-risk Services provided by the Social Worker	Small group counseling scheduled during students' lunch or during non ELA time about emotional / social needs; 1:1 counseling for depression and trauma; in class support to transfer skills ; based on needs referred by teacher or parent Student Intervention Team meets weekly to create or assess action plan; Supports family in housing, therapeutic agencies, health insurance, getting appropriate City agency support etc.
At-risk Health-related Services	nurse in the school to support chronic asthmatic & diabetic children; dental screening form local hospital; screening & vision of prek, K, 1 by Department of Health & by school in grades 3 & 5 & new admits

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;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School-Parent Compact

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. **Student Responsibilities:**

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _10x054_____

School Name: _Fordham Bedford Academy__

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.

No SQR in 2010-2011

Last visit was JIT May 25-26 2010 in 2009-2010 school year. Restructuring phase 1 focused. Area of identification- English Language Arts- English Language Learners.

Findings from JIT:

- Curriculum: lesson plan objectives need better alignment with NYS standards
- Teaching & Learning: differentiation, questioning strategies, use of technology for ELLS & SWDs, uniform grading policy
- Infrastructure for student success: teacher expectations
- Conferencing, interim assessments,
- Collection, analysis, & utilization of data: increase student observation notes/ conferencing, use data to differentiate

Quality Review- November 2011 asked to focus on School Quality Review- 5.3 Establish & sustain transparent , collaborative system for measuring progress over interim & long term goals, making adjustments during the year over time.

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.

Consultant will come 8 days. Teachers will provide 3 hours of professional development of the use of Comprehension Tool by AUSSIE consultant. These will be followed by individual 1:1 in the classroom for grades K-2. The follow up 7 sessions will focus up with the use of the tool and how to make individual student plans from the results of the comprehension assessment.

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% to fund for literacy coach to provide professional development on tier 1 instruction, unpacking CCLS reading and writing for information, analyzing reading data, planning instruction and implementation. 5% of title 1 Dr. Mercuri ELL

(subgroup identified) consultant to learn effective ESL methodology to give students access to CCLS in reading for information. Understand student language proficiencies to differentiate lessons.

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

Lead teacher and coach mentor teachers during an additional prep to analyze data, plan lessons, model specific pedagogical practice, read and discuss professional research and implement, and provide feedback on practice. Administration creates Professional development plan with teacher and mentor, agree upon the teacher outcomes, how it will be measure, time line with interim checkpoints.

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.

Letters will be generated in the language preferred as documented in ATS and sent home in January. Meeting will be scheduled in the 3rd week in January

**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 Maria Quail	District 10	Borough Bronx	School Number 54
School Name The Fordham-Bedford Academy			

B. Language Allocation Policy Team Composition

Principal Maribelle Nuñez Pardo	Assistant Principal Maria Leatherwood
Coach Yuderquis Santos	Coach type here
ESL Teacher Juliet Luther	Guidance Counselor type here
Teacher/Subject Area Annette Ortiz, Dual Language K	Parent type here
Teacher/Subject Area ATorres, TBE Special Needs Gr1	Parent Coordinator Carmen Alemán
Related Service Provider type here	Other type here
Network Leader Maria Quail	Other type here

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	4	Number of certified bilingual teachers	4	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	1	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	508	Total Number of ELLs	141	ELLs as share of total student population (%)	27.76%
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Part II: ELL Identification Process

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

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

1. Students are registered throughout the year. The bulk of English Language Learners (ELLs) are registered between late Spring of the prior year and early Fall for the school year, for Kindergarten. Other students are registered on an on-going basis, also more often in the Fall, but also throughout the school year. Identification is done by the English as a Second Language (ESL) Specialist. The ESL Specialist is certified as a K-12 TESOL and a K-6 CB with Bilingual Extension ELL teacher.

Several people are trained to be involved in the process. The HLIS is provided to parents most often by office staff. Office staff are trained to provide the form to family members in the language in which they need it, and to call for assistance from an interpreter should one be necessary, because the ESL Specialist also teaches a full program. Should interpretation in Spanish be necessary, many staff members can translate the form orally, and staff called upon for this purpose have been trained to avoid giving advice and to refer families to the ESL Specialist who answers questions about the HLIS and conducts interviews and the parent orientation process for any parent who wishes to have information about programs, once students are identified.

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

After identification, students are initially placed in our programs according to grade level. PS 54 has five models among 3 main programs. The programs are Dual Language, Transitional Bilingual Education and ESL. The program models are Dual Language class, TBE class, ESL Self-Contained classes, Push-In ESL, Pull-Out ESL. For students in General Education K and inclusion students in K there is a Dual Language class and a Self-Contained ESL program. For students with Special Needs in a self-contained Special Needs classroom in Grade 1, there is a Transitional Bilingual Education program. For General Education students and Inclusion students in grades 1 and 3, there is a Self-Contained ESL class. For students in General Education and inclusion in grade 2 and Special Needs Grade 3 and 4, there are Push-In ESL program models. For students in General Education and Inclusion in grade 4 and for grade 5 General and Special Needs students, there is a Pull-Out ESL program model. We make an effort to offer Self-Contained ESL class on all the grades because research asserts that Self-Contained ESL program models are superior in quality to Push-In/Pull-Out models, however this year, the school was forced to reduce the number of planned program models of this type by one class, due to the loss of an ESL teacher in August. It continues to be the plan to provide classroom-based program models to all students needing ESL as a

basic service. The Dual Language model is expected to increase by one new class per year, per grade level, and the Special Needs TBE will expand, according to number of registered students whose IEP calls for bilingual services. 11-4-11 END LUTHER EDIT (BELOW MUST BE DECIDED AND THEN EDITED)

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

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

2. Following the completion of Fall identification and on an on-going basis throughout the year as new registrants enter the school, all students tested on the LAB-R receive a letter reporting their scores to their families, from the school secretary, after she is informed by the ESL Specialist of who the recipients should be. These letters are translated into the languages the parents speak in all possible cases, and parent contacts are made by phone or in person with those for whom no written language exists. The letter is accompanied by an invitation to Parent Orientation, also translated, for students found entitled to ELL services. The invitation informs parents of sessions of Parent Orientation in their language group, for which they may sign up. These sessions are conducted by the ESL Specialist, Ms. Luther, certified in both Bilingual Education and ESOL, and by the school secretary providing logistical and hosting support. The ESL Specialist presents the information in the orientation session for program selection. She provides access to the video on computers, using the weblink, answers all questions in a group discussion to assist in understanding how to make a program choice and assists families with completion of the forms to select a program. The Parent Coordinator, the school secretary and the family worker all assist in outreach to encourage families to attend and support needs for convenient appointment times. Meetings are held throughout the Fall on Friday mornings, afternoons, on Curriculum Night and Open School afternoon and evening. Translation in Spanish is provided by the ESL Specialist, and in other languages by one of two ways: a community member who is a speaker of the LOTE which is not Spanish, attends with the family member at Orientation, or by over-the-phone translation. Parents and families are informed in the invitation to Orientation, that they are entitled to translation services. Materials are provided in the family languages, and where the languages are not written, oral translation is provided.

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

Using oral presentation, written materials, such as the brochure issued by the NYCDOE Office of English Language Learners (OELL), and DVD provided to schools by OELL, parents are introduced to some basic ideas in second language acquisition (SLA), bilingualism and the relationship these have to school learning. In this process parents are offered a chance to make a more informed choice of programs, learn about transfer options and be informed about their child's rights. Dual Language (late-exit, developmental, additive forms of Bilingual Education) are explained as the most effective form of second language development program, followed by an explanation of Transitional Bilingual Education (early-exit, subtractive, Bilingual Education) and of English as a Second Language (also a subtractive form of second language development program). The presentation informs parents about how the late-exit, developmental and additive variety is the most effective in supporting L2 acquisition, while subtractive forms are less effective, but still viable choices. The role of the native language is discussed as a tool for the acquisition of L2 and for learning content and creating

better cultural connection opportunities, than monolingual approaches. Parents and families are shown how the native language is allocated in each program type. They also obtain the phone numbers of critical support personnel and ask general questions about the school and learning experiences. Parents are asked to rank their choices in order of preference. Within a week of LAB-R for the individual. Parent Orientation is organized to occur as soon as possible to see family members in groups, so Orientation occurs in the first 6 weeks of school in the Fall. Orientations continue to be carried out throughout the Fall to try to offer as many opportunities as needed for families and parents of new students and to include those registered after the previous Spring and present Fall registration periods.

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

3. Letters to inform families of the LAB-R and LAB test results are written and distributed to the classroom teacher and mailed to student homes by the school secretary with support from the ESL Specialist. Classroom teachers distribute the letters to parents, if students are very young, or allow the student to take the letters home. Mailed letters are also sent. The Parent Coordinator and/or the Family worker is advised of the attendance as a result of the written communication and they help to contact families by phone along to encourage attendance at Parent Orientation for non-respondant recipients of letters. Addresses are verified, and where written letters are not helpful, oral conversations help promote attendance.

This year's process of Orientation and Program Selection has improved greatly the rate of return of new registrant's program choice participation. The revision of the process included the establishment of dedicated time in the ESL Specialist's schedule, during a non-teaching part of her program, and the assignment of duties of a secretarial nature, such a writing letters and family outreach, to the secretary and the personnel who reach out to families. This has resulted in nearly 100% return rates, although it does take many repeated meetings to obtain this result. While we do understand that Transitional Bilingual Education (TBE) is the default program, if families do not choose programs through the formal process, children will ultimately be placed in the Dual Language program, as there are not enough non-responding families to create a class of TBE. In order to avoid compromise to the Dual Language program by involving students whose families have not chosen the program, more active approaches are being taken to inform parents that they must make a choice, such as letters informing them that their registration is incomplete without Program Selection. While it is understood this is ultimately unenforceable, it is one way to call urgent attention to the need to come into the school and complete the process. Where it may be an issue of time constraints, there is face-to-face opportunity at morning arrival, afternoon dismissal and at parent-teacher conferences.

At present, there is no TBE program in which to place students whose parents do not return forms. The only bilingual option is Dual Language. The only TBE program we have is a Special Needs class into which students were enrolled by the CSE. Since choice is made mostly in Kindergarten and most of the choices have been made for ESL or Dual language this year, the remaining 6 students whose choices are not yet documented do not comprise enough students in the grade whose first language is the same, to be able to reverting to a default TBE program. Efforts, as described above, to obtain their choices will continue. While Grade 1 contains students whose families did not respond to orientation invitations last year, a bilingual program was not created at that time, and these students are now ESL program students for more than a year. It is understood that the default of TBE should occur when there are sufficient numbers of students in two contiguous grades to create a class, however, at this juncture it would be educationally inadvisable and probably detrimental, to attempt to change the grade one and remaining Kindergarten Spanish speaking students still undecided, into a K-1 TBE bridge class. This would break up two intact, grade level ESL classes (K and 1) and cause the creation of an ESL bridge class in its place to serve students with current choices and students of low incidence languages. Families and students will negatively respond to such an abrupt change and student learning would be harmed. The Program Selection process return rate is a result of a school level issue, and student learning should not be compromised to compensate. Instead, as the school goes forward in the process of applying its new Program Selection Orientation routines, TBE as a default will be considered for any families who have had a fair opportunity to participate in selection, this year and the years to follow.

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

provide advice about programs.

We have seen a return of bilingual approaches to the school through the newly formed Dual language program, expected to continue through grade 5, one new class at a time, and with the re-creation of the mandated TBE class for ELL students with special needs. New initiatives to improve family education and school participation, include monthly family meetings about programs and language, such as the education/participation series for families initiated by the ELL program coordinator (ESL Specialist) and Parent Coordinator, to promote understanding of bilingualism, Dual Language education and bilingual/multilingual family participation in school. Another program is the Principal's family education program about how to support the ELL student in literacy, which includes education about the role of the native language.

4. Students are placed in the programs available, if they are found entitled during the identification process. Students are placed in the Self-Contained ESL program or the Dual Language program, as the default program on the grade, using informal screening to get initial family input, until programs are full, and then, if registration of ELL students goes beyond the class capacity for either program, the students go into ESL Push-In/Pull-Out program. Repeated attempts in the past several years, to place students in TBE as the default program, have been vociferously rejected by so many parents that we have been unable to recruit students for a TBE program in sufficient numbers to meet the requirements of the ASPIRA consent decree to open new TBE classes. It has also been true that parents have voiced opposition to ESL, and at times (though very infrequently) ask that their children be removed from ESL. Usually, in the conversation, they express doubt about the findings of the LAB-R, believing that their children are English proficient. In the conversation, it is often discovered that this belief arises because the parent measures the child's English proficiency relative to their own English proficiency and inaccurately perceives the child as very advanced in English, due to this subjective comparison; at times, their children had English-only pre-K and families believe the child to have had "enough" English to be placed as native speakers, without ESL; in addition, as in the case of some African parents, they may believe that because their country's national language is English, the child's "first language" is English, however, in these cases, the home language of the child is other than English, and whatever English the child may know in Kindergarten is not usually reflective of native-like English proficiency. For older children in this latter category, the case is more variable, due to English language schooling. This pattern of misperceptions among families has occurred even among families whose children score in the beginner category of LAB-R raw score. We try, at the point of contact, to begin the conversation about second language acquisition and in any case inform the parents that we cannot legally (or ethically) remove a child from ESL. Most of the time this is sufficient, and occasionally, the conversation results in a class transfer between Self-Contained and Push-In/Pull-Out models. This trend has significantly diminished over the past year, and may be the result of improved efforts to educate staff in the school about program distinctions and language of instruction, so that the messages, in communication with families are becoming more consistent and more accurate.

The ESL Specialist, Ms. Luther is proficient in Spanish and English, as is the Principal, Ms. Nuñez-Pardo, the Literacy Coach, Ms. Santos, the Parent Coordinator, Ms. Alemán and one of the Social Workers, Ms. Pagán. Members of the IEP team and the IEP teacher are also Spanish-English bilinguals. All of these staff members assist with family contacts during registration. The main person responsible for dialogue with families regarding placement and orientation is the ESL Specialist. The ESL Specialist converses individually with parents and family members in both English and Spanish and for families whose languages are other than Spanish, provides for conversation using the Translation and Interpretation services over the phone or a community based translator. In cases where contact might be made with the office, the Principal, or one of the other aforementioned bilingual personnel may assist the parent in obtaining a temporary placement, until the program choice can be made with the ESL Specialist.

5. A survey of trends for the past five years reveals that program selection, whether by formal or informal process (question 4), by families, and whether influenced by language perceptions or issues of quality, or both, has been overwhelmingly in favor of English as a Second Language programs. In the past, too few forms are actually signed and returned for numbers to be an accurate manner of collecting evidence of the parent program preferences. Last year, the number of signed parent program choice forms collected was 16, which was double that of the prior year. The forms indicated ESL, except for some of the parents who have students in the bilingual Special Needs class, whose responses were for bilingual models. The current structure for providing families with orientations described in previous responses, has already increased returns and, it is expected that by the end of December of this year, there will be a choice letter for each family registered this Fall. In addition, the new approach to program orientation has allowed for more careful and thorough recruitment to bilingual approaches and the Dual Language program now enjoys more support. END EDIT 11-8-11

Explanations for past family program choice making have been elaborated above and can be summarized as choices based on

misconceptions about language teaching and learning and, miscommunication and misconceptions about language teaching and learning from amongst various sectors of staff in past years. A related factor is a relatively low level of educational attainment on the part of many of the parents of ELLs in the school, which at times makes explaining program types a challenge. There has also been a lack of language education for professionals in the school in the past, a need now being rectified, since last year, 09-10 through professional development. These trends among family beliefs are now diminishing, as the frequency of orientations and new family workshop series increases. The misconceptions and miscommunications among staff members have improved as the school moves into its second year of professional development in bi/multilingualism and second language educational methods for all staff. An additional support to the integrity of information which goes out to the community is the establishment of improved protocols for whom to consult on matters pertaining to the education of ELL students in the school.

Past program quality has been another serious factor in discussing trends in program selection. While family perceptions are based on personal beliefs about language and learning, it is also the case that the past TBE program, was, in its last years, failing to adhere to sound researched principles and practices. For families, the issue of a quality program and quality teaching practices undoubtedly influenced their choices, as well. Two years ago, the school found it had a unique opportunity to rebuild its programs, with a goal toward implementing a quality bilingual program, because personnel changes allowed for a fresh start in addressing ESL and bilingual methodology in order to re-establish a future bilingual program based on sound research, with a staff which is clear about the rationale behind their practices. Techniques and principles for teaching emergent bilinguals were addressed in Professional development in the whole school. Last year, a Dual Language grant was written and successfully obtained. Last year, more ESL teachers were hired and because these teachers are coming into a culture of schooling which is specifically building on how to capitalize on the use of the native language, through the 25% of allocated time in ESL programs. This is coupled with the professional development of teacher and staff knowledge about how the native language assists students acquiring L2, in learning and language acquisition. This process is recognized as a multi-faceted process, requiring the study and implementation of improved SLA and BE methods by ELL staff, engagement and education about SLA and BE methods among ELL family members, and the establishment of a knowledge base among a broader base of teachers and staff, prior to planning the re-introduction of a bilingual program. The ESL teachers are joined by two new Bilingual Education teachers this year, diversifying further the whole staff understandings. Last year it was a goal to regain trust among families of ELLs and take responsibility to find ways to engage them, which will change their views of language education. This year, there is a new group of families who are learning about bilingual programs and who strongly support bilingualism as a goal for their children. We are committed to convince all constituents of the effects of a quality BE program, by showing through the new programs, what quality instruction in such programs is comprised of. Through improved practice and commitment in the school to bilingual programs it is the goal this year to show, through practice and data, how the native language improves educational outcomes for students and in the school.

6. Models offered reflect current family choices at the K level. Requests from new families for Bilingual Education in grades 1-5 are too few to offer the programs, but do support ongoing construction of additional classes in Special Needs TBE and Dual Language, and it is the intention to develop these programs. While not officially a choice, there has also been, in recent years, a Newcomer program for newly arrived grade 4 and grade 5 students from Spanish speaking families, whereby these students received mandated ESL, but also receive support in the native language by a qualified provider. This year, this population of students are receiving Math in Spanish to support learning in the content area. Families are informed that although their choice is ESL, the students can receive support to learn in the native language in Math. While it is not an official choice, it is something the school is offering to support this special population. Steps to improve the rate of informed choices through specific initiatives described in previous responses have shown themselves to be so far effective. Our LAP Subcommittee, created last year, now called the ELL Study Group, incorporated new members of the ELL staff last year and this year, with specific charge to improve certain areas concerning ELL schooling both in teachers' classrooms and school-wide. It is expected that PS 54 will improve overall staff and family knowledge about ELL program models and instruction, these combined initiatives.

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): SPANISH
Dual language program	Yes*	No●	If yes, indicate language(s): SPANISH

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	141	Newcomers (ELLs receiving service 0-3 years)	107	Special Education	30
SIFE	1	ELLs receiving service 4-6 years	33	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	8		8							8
Dual Language	14									14
ESL	85	1	9	33		17	1		1	119
Total	107	1	17	33	0	17	1	0	1	141

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

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		8												8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	8	0	8										

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	14	5																	14	5
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	14	5	0	14	5															

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u>1</u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u>4</u>
	Other: <u> </u>

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	4	21	15	31	16	15								102
Chinese		1												1
Russian														0
Bengali					1									1
Urdu														0
Arabic	1			1										2
Haitian														0
French	1		4											5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3		1	3	1	1								9
TOTAL	9	22	20	35	18	16	0	120						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).

A. Programming and Scheduling Information

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.

a. Two ESL Models are in place. One is a Self-Contained ESL Program. The other is Push-In/Pull Out. A TBE bilingual model is in place for Special Needs Kindergarten. A Dual Language bilingual model is in place for Kindergarten General Education and inclusion students. The Self-Contained ESL program currently consists of three teachers on three grades: Kindergarten, First Grade, and Third Grade. All other students are served by the Push-In/Pull-Out ESL teacher, the Literacy Coach, and the Principal, both also certified to serve ELLs. The ESL Specialist teaches Grade 2, Grade 5 students and Grade 3 Special Needs students. The Literacy Coach teaches Grade 4 ESL, including Newcomers in Grade 4 and 5, and the Grade 4 Special Needs students. The bilingual Special Needs TBE class is served by a Bilingually certified teacher, and the Dual Language Kindergarten is served by a bilingually certified teacher. One grade 4 ESL Self Contained class was lost at the last minute this year, when a teacher resigned. This classroom teacher will need to be replaced for next year, as long as sufficient students warrant. For those remaining in Pull-Out, factors impacting whether students will have Push-In or Pull-Out ESL services include: Number of students to be served, distribution of ELL students to be served across grades in various classrooms making the time requirements for each impossible to meet unless they are pulled out; too little physical space to provide students with Push-In (e.g. to see some students in their classrooms, while pulling others from their classes into one of the classrooms on the grade so that all can be served at once) highly diverse needs for students who have Special Needs and are ELLs who, due to those needs are placed in different Special Needs classrooms, limitations on group numbers for students with Special Needs. At this moment, due to these factors, there is no feasible way to create a fully Push-In model for a minority of ESL students. Full Push-In is used for one class: a Second Grade class of 22 ESL students. A combination of Push-In and Pull Out is used for two classes: Two Special Needs Grade 3 classes of 4 and 6 students whose special needs require they be grouped in different special needs classes, come together in one of the two classes for ESL. Pull-Out is used to serve a Fourth grade group of 8 students. Pull-Out is used to serve a fourth grade group of 5 newcomers together with a fifth grade group of 3 newcomers. Pull-Out is used to serve a fourth grade group of 6 students with special needs. Pull-Out is used to serve a group of 13 students, 2 of whom are pulled from a special needs class. All receive mandated ESL time in different ways, according to the NYSESLAT scores for 2011. The majority of students K-3 require 360 minutes a week of ESL due to their assessments on the NYSESLAT as Beginner and Intermediate level students, with very few Advanced. They are provided this time by the self-contained program (K, 1, 3,) teachers for all instruction, minus content areas provided outside Literacy, Math and Social Studies, and by Push-In program (Grade 2) teacher in classrooms, by the full time ESL teacher who will push in eight times a week (45 minute periods); the other students in grades 3-5, outside these classrooms, will be seen for Pull-Out or Push-In and Pull-Out combination instruction in ESL according to their mandated time, by the full time ESL teacher and Literacy Coach to provide 360 minutes per week of ESL to those students at Beginning and Intermediate levels, as assessed by the NYSESLAT, and 180 minutes of ESL to students at the Advanced level. Students who are Advanced will receive English Language Arts instruction from their classroom teachers. ESL Group Size in Kindergarten and Grade 1 is 20; Grade 3 is 30 students. ESL Group size in the Push-In Grade 2 class is 22, Pull-Out Grade 4 (ELL Grade 4) is 7, Newcomer Grade 4 and 5 is 7, Grade 4 Special needs is 6. Pull-Out grade 5 is 13, Pull-Out/Push-In Combination Special Needs Grade 3 is 10, the students' Special Needs classification. Pull-Out structures for services varies according to grade, needs and special education mandates. See attached teacher schedules.

A. Programming and Scheduling Information

b. Students are placed heterogeneously in Self-Contained ESL. Kindergarten students in Self-Contained vary from non-speakers of English, to students just a point below the cut score on the LAB-R. The teacher differentiates instruction to provide for ESL according to the students' assessment data. In Self-Contained Third Grade ESL, the students' assessments also vary, from Newcomer to Newly Proficient and non-ELL. The majority of the children are ELL students. The teacher differentiates the ESL instruction to meet their needs and provides for non-ELL student instruction through differentiation as well. In Push-In/Pull-Out or combination models, all the students, in the same grade, except in the case of the Newcomer group, which consists of 4 Grade 4 students and 3 Grade 5 students. In most classes or groups K-3, most students are Beginners and Intermediates, with fewer Advanced ELLs. In Grade 4 there are just under 50% of all Grade 4 students who are Advanced, but they participate in different program models, making the combinations not always reflective of this percentage. Instruction is differentiated by the classroom teacher, and the ESL teacher, according to ESL needs for students at Beginning, Intermediate and Advanced levels of English proficiency and other information such as their literacy and special needs data. Students in Pull-Out programs are grouped according to many sources of data, which inform teachers about their specific needs. Groups may be heterogeneous or homogeneous based on needs assessment. Groups vary in size depending on whether or not the mandates state they must be 5 or less, or upon the number of students in the grade. However, composition of some groups, in some cases, is created among students in different grades, or in other cases, may be of students in the same grade. This variation is necessary to address needs of ELL students with data showing they have similar learning needs even though they may come from different grades or settings. In all cases, the closest data match for the student is sought and differentiation is used to group and provide instruction in whichever of the group types they participate.

2.

a) Teachers in all models are required to publish their schedules, and to explain to supervisors how they account for the minutes required for ESL and ELA, and to show evidence of the use of differentiation techniques to provide for the ESL needs (and ELA needs, in the case of Self-Contained classes) of the students for whom they are responsible. They must also explain how they use the native language to support learning, and when this occurs. Many of our students are in ESL, and the use of the Native Language is provided up to 25% of the time, depending upon student needs, teacher ability and materials. There is no formal time for native language use in ESL classes as most contain students representing multiple languages, however the ESL staff is encouraged to nevertheless provide support in Spanish, orally and/or, in print (making students aware of cognates, similarities between languages). However, as is indicated by student data showing

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)		
Teachers use multiple languages in environmental linguistic affirmation. 100% of the children learn important in the language spoken by classmates. Presently, students speak Spanish, French, Pular,	signs in their rooms for communication in some cases, and in others, for cultural and to greet each other in their respective languages and to say things they think are important. The teachers are not all proficient in all of the languages spoken in the school.		
	Dual Language		
practices do vary among teachers and child knowledge of their own native language across grades. In the TBE and Dual Language bilingual models, the teachers provide instruction in the Spanish language, in literacy and content areas, across their programs. Dual language provides 50% of the instruction in Spanish small group instruction to establish initial literacy.			
	Freestanding ESL		
Native language. Many of the students had language development delays and on entrance into K last year, demonstrated little ability in native language, and just a little bit more in English, according to their LAB-Rs and Spanish LABs, as well as classroom assessment. Many had difficulties in communicative language for the first few months. After the bilingual teacher left last Fall, they were in alternate placement and received their instruction			
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.

whole group instruction. A decision will be made as to whether to adjust the language allocation in the Spring, or next year, toward increased English or not, depending upon how the Spanish language instruction appears to benefit the students in learning. Another possible adjustment may be to the program (where and in which modelities to use the Spanish language). This class is complex in 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

A Programming and Scheduling Information

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

ELL Students and ELL Students w/ Special Needs have the greatest achievement gaps and these students have widely varying descriptions and needs. Targeted interventions for those w/ poorly developed literacy is provided w/ instruction using two intervention programs for the development of literacy skills in the second language, by an ESL teacher. These two supplemental programs are being used during the school day and/or during tutorial time: Awards for literacy skills for students with Special Needs far below grade level literacy targets (Early and Emergent levels) and PALS for students whose reading is at least at the Transitional stage or higher in L2. Students in PALS include students with Special Needs as well as General Education and Inclusion students; multiple criteria are used to target students and match them to an appropriate program. Targeted interventions also include a variety of classroom based approaches depending the data. Students needing specific action plans addressing problems identified in the classroom data will receive instruction in small groups which is age-appropriate/L2 stage appropriate in methods, delivered by the classroom and/or the ESL teacher.

9

Newly English proficient students in the past two years automatically remain in the ESL program, unless data and teacher recommendation suggests otherwise, or program cannot accommodate them, due to lack of space. Newly proficient students continue to receive ELL testing accommodations. Their former ELL status is considered in planning instruction and used as part of the interpretation of their progress data.

10.

The school continues rebuilding its Self-Contained ESL program through professional development and additional credentialing of present staff. Although the loss of the Grade 4 ESL Self-contained class is a set-back, it is expected that new staff will be hired to replace that teacher next Fall. Newly hired ESL and BE staff are part of a new ELL team. The two new programs, TBE Special Needs and Dual Language are expected to continue as new classes on consecutive grades are formed each new year and the previous grades are sustained. A major professional development focus on ELLs targets improvement of methods and reshaping of current programs. It is hoped Self-Contained ESL will be sustainable and that it will grow to become part of a Dual Language model in Grades 1-5. The ELL Study Group is challenged to improve bilingual and second language instruction and related beliefs among community members inside and outside of school, through professional development and family education.

11.

At this time, no programs are expected to be discontinued.

12.

At least two after school providers will implement programs which are open to all students receiving free or reduced-price lunch, (nearly all students). This program will offer services to all students regardless of ELL status. A Title III program will be implemented by PS 54. This program will provide support to ELLs through a focus yet to be identified. Families will choose the program they prefer. Future programs are contingent on federal grants and these will include enrichment, test prep and non-Title I programs. ELL students are able to choose from among the same programs others may choose or will be invited on the basis of their needs according to multiple criteria.

13.

Most classrooms have listening centers and materials for listening. All have access to laptop computers. Audio-visual materials and equipment for teaching through stories and audio-visual games for learning are also available. Several teachers have been trained in and

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.
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11.

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12.

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1. How much time (%) is the target language used for EPs and ELLs in each grade?
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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?
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Instructional planning.

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will explore specific ways in which native language use may benefit students in multilingual ESL settings through study of students in her environment.

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will explore ways to improve all program models, and support new program models, through improved family and school personnel dialogue, and improvement to instruction through collegial sharing and professional development activities to improve instruction for ELL students.

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E. Parental Involvement

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

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

Family involvement takes a number of forms. We have family members who volunteer regularly in classrooms-these are usually not family members of ELL students, although they may be linguistically similar family members to those who might have children who are ELLs. This has a mutually beneficial effect on the school and the community, providing a family liaison to classroom activities, demystifying what happens in the classroom and of course the volunteer supports the teaching. Volunteerism is probably related to the volunteer’s English proficiency, among other factors and to cultural comfort with the role of classroom volunteer. On a shorter term basis, we do have parents and family members of ELL students who may volunteer to participate in specific activities related to the teaching of their children, or to their child’s classes. Some teachers do reach out to parents and families, especially for culturally enriching activities. This is also mutually beneficial to both parent and school, providing for a closer relationship between family members and the teacher and for classroom cultural enrichment through contact between diverse families and students. Family members accompany classes on trips, to the extent they are available during the day, mainly for chaperoning, however, parents and family members often admit they go because it is a chance to see things they might not normally see or experience. Both family members of ELL and non-ELL students attend classroom events and help on field trips. Families of all kinds of students attend Curriculum Night, although family members of ELL students are not as high in attendance, as are family members of Non-ELL students. Curriculum Night is an important opportunity to meet the teacher and get to know the curriculum. PS 54 is improving at translating invitations and providing assurances of multilingual support to attract ELL families. In the past, workshop attendance was where the fewest family members of ELL students attended, but this changed last year as some ELL families began to participate more actively. This year, the Dual Language program has its own workshop series which should increase the ability of the school to generate more ELL family participation. It is also true that when we have offered ESL to the adult family members, more ELL families participate, however there is no ESL for adults as yet this year, and plans have not yet been discussed to create such a program. When we have had adult ESL programs, we also have tended to be able to meet more often with parents and family members of ELL students over other topics related to their children’s education. In the past, we have also looked for family members or parents and guardians of ELL students who are able to serve as liaisons to others in their language groups to help those family members feel better supported by the school and to be better informed about their children’s progress. This will be a continued effort this year. Families in general are invited to regular, monthly assembly programs, which have become more popular over the years, attended by both ELL and non-ELL family members. These activities are for celebrating class presentations of plays, music, dance or other enrichment or integral activities from their classroom life. Encouragement of all families to participate is enhanced by information that translation is available.

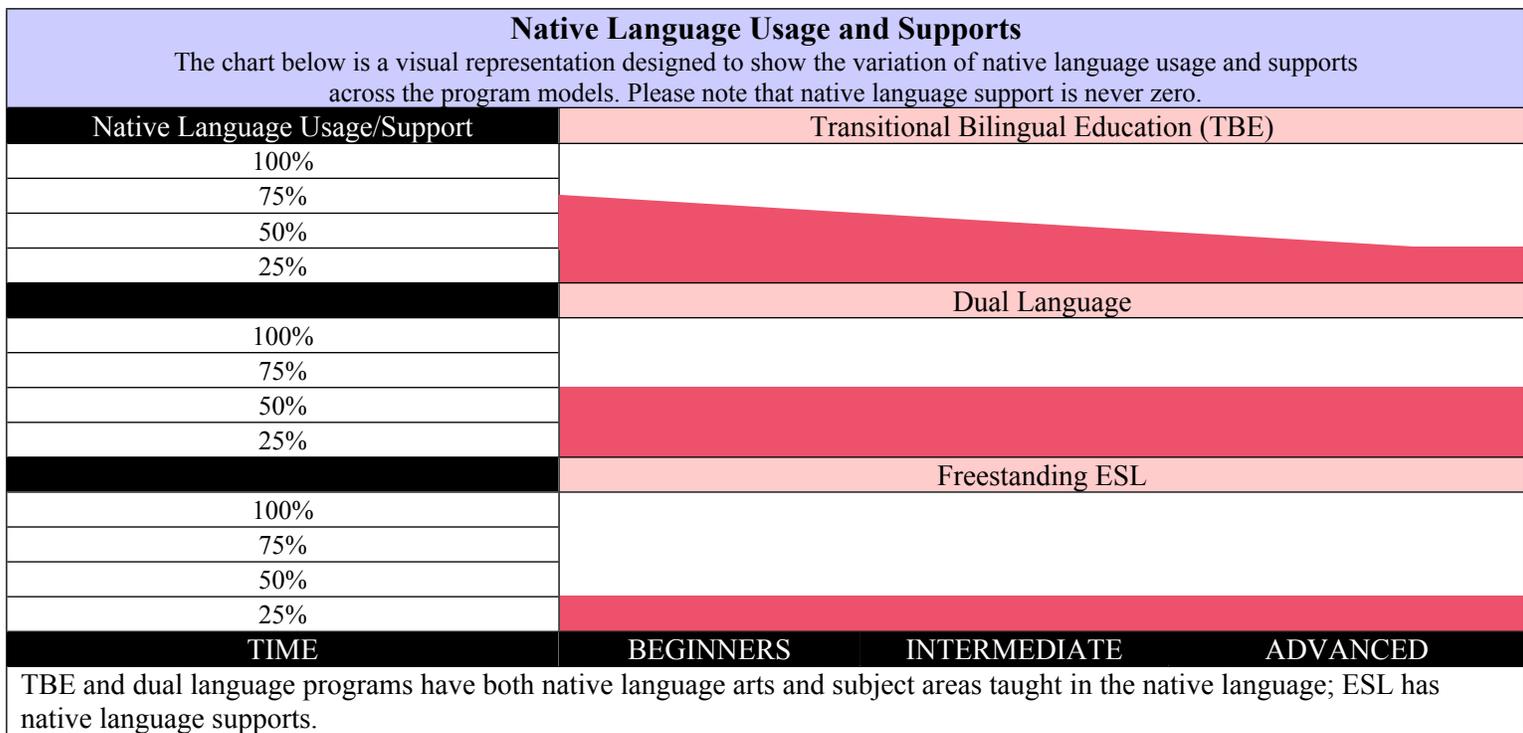
2. Not at this time.

3. Data is gathered, during meetings and conversations at the point of contact. Collected data include notes taken by facilitators, attendance lists, and informal surveys.

4. Workshops on education topics have not been as popular as the formation of ESL classes for adults (which requires the building to be open at night and on Saturdays to accommodate parent/family member schedules) and clubs, mainly drawing women who do not go out to work, to do such activities involving their skills, like knitting, sewing and embroidery. Last year, a workshop on literacy to engage families in helping ELL students in literacy was a new, popular, option. Similar workshops will be created this year to build on the success of the earlier ones. END EDIT 11-10-11 5:40 pm.

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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
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
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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?
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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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.
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Newly English proficient students in the past two years automatically remain in the ESL program, unless data and teacher recommendation suggests otherwise, or program cannot accommodate them, due to lack of space. Newly proficient students continue to receive ELL testing accommodations. Their former ELL status is considered in planning instruction and used as part of the interpretation of their progress data.

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The school continues rebuilding its Self-Contained ESL program through professional development and additional credentialing of present staff. Although the loss of the Grade 4 ESL Self-contained class is a set-back, it is expected that new staff will be hired to replace that teacher next Fall. Newly hired ESL and BE staff are part of a new ELL team. The two new programs, TBE Special Needs and Dual Language are expected to continue as new classes on consecutive grades are formed each new year and the previous grades are sustained. A major professional development focus on ELLs targets improvement of methods and reshaping of current programs. It is hoped Self-Contained ESL will be sustainable and that it will grow to become part of a Dual Language model in Grades 1-5. The ELL Study Group is challenged to improve bilingual and second language instruction and related beliefs among community members inside and outside of school, through professional development and family education.

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Additional Information

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Paste additional information here

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- The role and the effects of the use of the native language in the instruction of ELLs.

Instructional planning.

These topics will be addressed on mandated professional development days, once monthly grade meetings, bi-monthly ELL Study Group Meetings, and bi-monthly meetings of the Special Needs Department. In addition, a contracted provider who modeled and supported instructional delivery with specific methodologies last year during specially designated days in the regular school calendar, has already returned this year for follow-up training in planning and will return in the Spring and possibly also the Summer, given funding availability to work on development of standards-based instruction, refinement of objectives for language and content in planning.

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

- Kindergarten ESL teacher
will build on her own practical knowledge of teaching strategies for making content comprehensible. Specific areas targeted include the increased use of realia and visuals, and the development of skills for teaching in culturally inclusive ways for students from multiple language groups and understanding of how to support students' need for a low Affective Filter.

Kindergarten TBE teacher

will receive professional development to support her content knowledge and learn strategies to support students learning two languages.

Grde 1 DL Teacher

will receive professional development to support her understanding of assessment and provision of differentiated instruction to support ELL students with Special needs.

Professional development for all teachers of ELLs with Special needs

will learn about assessment and targeted learning support for ELL students with Special Needs. Teachers will broaden their knowledge about how to assess and teach students using specific information from student IEPs as well as the student ELL specific data and implement this in teaching.

The ESL Self-Contained third grade classroom teacher

will explore specific ways in which native language use may benefit students in multilingual ESL settings through study of students in her environment.

- The ESL Specialist

will explore ways to improve all program models, and support new program models, through improved family and school personnel dialogue, and improvement to instruction through collegial sharing and professional development activities to improve instruction for ELL students.

All teachers of ELLs

will study ways to improve specific aspects of their own practices and share these with staff to improve staff knowledge about the teaching of ELL students, through Data Inquiry.

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

2. As students transition to midd3

E. Parental Involvement

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

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

Family involvement takes a number of forms. We have family members who volunteer regularly in classrooms-these are usually not family members of ELL students, although they may be linguistically similar family members to those who might have children who are ELLs. This has a mutually beneficial effect on the school and the community, providing a family liaison to classroom activities, demystifying what happens in the classroom and of course the volunteer supports the teaching. Volunteerism is probably related to the volunteer’s English proficiency, among other factors and to cultural comfort with the role of classroom volunteer. On a shorter term basis, we do have parents and family members of ELL students who may volunteer to participate in specific activities related to the teaching of their children, or to their child’s classes. Some teachers do reach out to parents and families, especially for culturally enriching activities. This is also mutually beneficial to both parent and school, providing for a closer relationship between family members and the teacher and for classroom cultural enrichment through contact between diverse families and students. Family members accompany classes on trips, to the extent they are available during the day, mainly for chaperoning, however, parents and family members often admit they go because it is a chance to see things they might not normally see or experience. Both family members of ELL and non-ELL students attend classroom events and help on field trips. Families of all kinds of students attend Curriculum Night, although family members of ELL students are not as high in attendance, as are family members of Non-ELL students. Curriculum Night is an important opportunity to meet the teacher and get to know the curriculum. PS 54 is improving at translating invitations and providing assurances of multilingual support to attract ELL families. In the past, workshop attendance was where the fewest family members of ELL students attended, but this changed last year as some ELL families began to participate more actively. This year, the Dual Language program has its own workshop series which should increase the ability of the school to generate more ELL family participation. It is also true that when we have offered ESL to the adult family members, more ELL families participate, however there is no ESL for adults as yet this year, and plans have not yet been discussed to create such a program. When we have had adult ESL programs, we also have tended to be able to meet more often with parents and family members of ELL students over other topics related to their children’s education. In the past, we have also looked for family members or parents and guardians of ELL students who are able to serve as liaisons to others in their language groups to help those family members feel better supported by the school and to be better informed about their children’s progress. This will be a continued effort this year. Families in general are invited to regular, monthly assembly programs, which have become more popular over the years, attended by both ELL and non-ELL family members. These activities are for celebrating class presentations of plays, music, dance or other enrichment or integral activities from their classroom life. Encouragement of all families to participate is enhanced by information that translation is available.

2. Not at this time.

3. Data is gathered, during meetings and conversations at the point of contact. Collected data include notes taken by facilitators, attendance lists, and informal surveys.

4. Workshops on education topics have not been as popular as the formation of ESL classes for adults (which requires the building to be open at night and on Saturdays to accommodate parent/family member schedules) and clubs, mainly drawing women who do not go out to work, to do such activities involving their skills, like knitting, sewing and embroidery. Last year, a workshop on literacy to engage families in helping ELL students in literacy was a new, popular, option. Similar workshops will be created this year to build on the success of the earlier ones. END EDIT 11-10-11 5:40 pm.

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)	10	20	5	9	7	4								55
Intermediate(I)	4	7	10	17	3	2								43
Advanced (A)	8	2	6	9	8	10								43
Total	22	29	21	35	18	16	0	0	0	0	0	0	0	141

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	10	2	1	0	0	0							
	I	4	2	13	7	1	0							
	A	8	0	7	19	9	5							
	P	0	0	1	2	3	4							
READING/ WRITING	B	10	4	17	8	2	0							
	I	4	0	5	10	6	0							
	A	8	0	0	10	5	8							
	P	0	0	0	2	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	0	0	0	6
4	3	7	3	0	13
5	4	9	1	0	14
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	0	0	0	0	0	0	0	6
4	3	0	6	0	5	0	0	0	14

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3	0	8	0	4	0	0	0	15
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	1	10		8				22
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

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

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

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

1. We use Rigby ELL assessment kit to assess literacy and language development in ELL students across the four modalities. We also use the DRA in English to measure English literacy, and in English and Spanish with newcomers and students from other schools where they were in bilingual programs, to capture a baseline in each language. For some newcomers who have not developed enough first language literacy, the English DRA is not given until January, but for others for whom the first language is highly developed and they show interest and ability in some basic English reading, the English DRA is given from September, with modifications, such as allowing responses to questions, survey of reading habits and retell, to be done in the L1. A sample spreadsheet showing the fifth grade data collection is attached.

2.

Most of the students in PS 54 are students at the Beginner and intermediate levels in English, and also tend to score more often in the levels 1 and 2 proficiency in ELA and Math. These are patterns which have always appeared in our data, they are consistent with similar schools with our demographic profile across the city and research suggests that this is a common tendency given the English proficiency levels. This year, most of the students in K and Grade 1 are Beginners, while in Grades 2 and 3 most are Intermediate, and in Grades 4 and 5 they are mostly Advanced. There are newcomers across all grades, with a small increase of new immigrants as students enter Grades 4 and 5, for the past two years. The movement from Beginner to Advanced levels across grades is becoming more efficient. In the past, students who had entered in K were more often still scoring as Intermediates in Grades 4 and 5. The introduction of Self Contained ESL was initially in upper grades, and in the past there was a gap between the Self-contained ESL program in Grades 3 and 4 and Kindergarten TBE, which ended in Grade 1 (there was a Grade 2 program for a brief period, which also phased out). The Grade 3 Self-contained ESL program was also ended when the teacher left. After the TBE in Grade 2 was gone and the Self-Contained program in Grade 3 was also gone, there was a grade 2, 3, gap filled by the push-in/pull-out program, with students in various classes on each of those grades. As push-in/pull-out programs are known to be the least efficient of all program types, this was probably the cause of the less efficient movement in English proficiency scores. Last year, there was a Self-Contained ESL program in K, Grade 1, students in Grade 2 and Grade 3 were organized into one classroom for push-in services, Grade 4 was Self-Contained and Grade 5 was served by pull-out. The organization of programs and services may have contributed to more efficient services for the students. This year, the organizational planning for improved use of Self-contained ESL and the introduction of bilingual models continues.

3.

Second grade tends to have greater numbers of students in lower proficiency levels in Speaking and Listening and REading and Writing. This suggests a relationship between these abilities, and perhaps an interaction; it implies instruction should emphasize academic English in all modalities. After grade one it is much less likely in most classrooms to have oral language use opportunities, in particular. Oral language can continue to be actively supported to serve both itself and at the service of reading achievement.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Fordham-Bedford Academy

School DBN: 10x054

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maribelle Nuñez Pardo	Principal		1/1/01
Maria Leatherwood	Assistant Principal		1/1/01
Carmen Aleman	Parent Coordinator		1/1/01
Juliet Luther	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 10X054 **School Name:** Fordham Bedford Academy PS54

Cluster: 1 **Network:** 109

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

Part A: Needs Assessment Findings

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

Data about the home languages of the students and parents are obtained from the HLIS and , (where necessary) from student and parent interviews. Home language information is entered into ATS where the data becomes permanent and is accessible through various reports- RPOB, RLAT and RLAB. Additionally, parents designate on the student emergency card the language in which they wish to receive communication. During one on one meetings with parents for whom there is no on-site translator, the New York City Department of Education Translation Unit is used to support parents with translation via the phone. The parent coordinator aggressively ensures that parents know they have a right to request and receive translation services as needed.

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.

By compiling data derived from the home language surveys and speaking with parents the following home languages were identified- Spanish (24%), French(approximately 1%), Chinese, Benagli and Arabic (less than 1% each). Student data is shared with the staff annually at the faculty conference. Additionally student data is available to teachers via ARIS. Many of the parents of the children within the Other language category have EP children and because of that are unlikely to be overlooked by a policy that uses home language data as a starting point.

Part B: Strategies and Activities

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

Written translation into Spanish is provided by in-house school staff. Documents that are routinely sent home are sent out in both English and Spanish. For languages other than Spanish, the parent is asked if they need an interpreter to support their needs, if so either a staff member or the translation and interpretation unit is used to provide support. Staff members that speak other languages assist on an as needed basis.

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

Oral interpretation services are always provided through one of the following vehicles- in house staff members, volunteers from within the community and through the Translation and Interpretation Unit of the NYCDOE.

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

When parents enter the building we have posters in different languages to allow them to point to their language if they need the support of an interpreter. If a speaker of the language is on-site we enlist their support to provide immediate translation. If not, we schedule an appointment convenient for both the family member and an outside translator. The NYC translation unit is also used by phone (and in person) when requested, for parent conferences. Letters for parents are generated in the languages they speak, using the translation and interpretation unit and in-house resources. Face to face and phone contact are routinely used for families whose languages are not written or who are not literate.

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: PS 54	DBN: 10x054
Cluster Leader: Maria Quail	Network Leader: Maria Quail
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>2</u> # of content area teachers: <u>0</u>

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:

Grade 2 and grade 3 general education ELL students are performing in their reading at risk when compared to their peers. After school program is for ELLSS for 3 years and are learning content literacy with emphasis on academic vocabulary. Program will begin in January until April 2012. Language of instruction English. 2 teachers certified in ESL. Materials used Benchmark For ELLs in science.

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:

Professional development is in kind- school day PD for ELLs is Dr. Mercuri how to use frontloading vocabulary as a teaching strategy during a lesson to improve comprehension and develop academic vocabulary. After school PD is provided by Ms Juliet Luther(ESL teacher) and /or Ms Yuderquis Santos (literacy coach) to plan with ELL teacher in differentating their lessons for the different language proficiencies & use student work to look for evidence of alignment with CCLS in reading & writing & use language proficiency continuum.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Students in grades 2 & 3 parents in the program will be targeted as an extension of what is being taught to their children and the strategies use to improve vocabulary hence comprehension. Parents will be given texts to practice as group and then take c-home to use with their children.

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>11,018(w/fringe 9239);\$5,591 (W/fringe \$4772) for professional development for teachers</u>	<u>direct instruction & planning & analyzing assesment for program</u>
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 (Object Code 199)		
Travel	<u>0</u>	
Other	<u>non contraactual \$2,263</u>	<u>parent involvement</u>
TOTAL	<u>18,972</u>	<u>18,972</u>