



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MUSEUM ALLIANCE FOR SCIENCE AND TECHNOLOGY MAGNET SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):
15K154

PRINCIPAL: ERIC HAVLIK

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SUPERINTENDENT: **ANITA SKOP**

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
Eric Havlik	*Principal or Designee	
Connie Pattison	*UFT Chapter Leader or Designee	
Abby Moskowitz	*PA/PTA President or Designated Co-President	
Amanda Weiss	*PA/PTA President or Designated Co-President	
Rosemary Graham	Member/Teacher	
Dayna Goldberg	Member/Teacher	
Melinda Fought	Member/Teacher	
Laura Varriale	Member/Teacher	
Sarah Fitzroy	Member/Parent	
Rhonda Ebberesen	Member/Parent	
Neil Ochoa	Member/Parent	
Anthony Pinciotti	Member/Parent	
Andrea Sanft	Member/Parent	
Jeannine Kerr	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, all students in grade 4 and 5 will demonstrate growth in ELA proficiency, as evidenced by a 5 point increase in the NYS ELA median adjusted growth percentile metric.

Comprehensive needs assessment

At this time, we have found that our proficient students have not demonstrated sufficient growth in English Language Arts. From 2011 to 2012 the growth percentile in all grades decreased from 82% to 58%. This illustrates a need to address student growth in English Language Arts.

Instructional strategies/activities:

- The ELA curriculum will continue to be based on the Teachers College Reading and Writing Project. On-site professional development will be provided for all teachers in grades K through 5. Monthly planning and lab sessions will assist with best practices in reading and writing instruction. In addition, all teachers will participate in one off-site professional development session with Teachers College in order to familiarize themselves with current concepts in reading and writing pedagogy.
- Students who have been selected for Academic Intervention Services will meet throughout the week before the official start of the school day. NYS ELA proficiency levels and related academic work will be used to identify and select students who will benefit from AIS. Inquiry Teams will meet once a week as a grade to discuss student achievement and identify alternative instructional methods that can be used with AIS students.
- Performance Tasks in reading and writing will serve as a formative assessment of student skills. Additional planning periods will be provided so that teachers can review and grade pre- and post- unit tasks. Grade team meetings will be held to discuss Performance Tasks. These meetings will focus on the teachers' ability to identify levels of reading and writing proficiency in student work.
- Formal observations will be performed by the administrative staff throughout the year to provide feedback to teachers and to generate discussions about teacher goals. Teachers who elect to participate in a Teacher Performance Review will be encouraged to focus on benchmarks in ELA as they relate to the Common Core Curriculum. In addition, informal Classroom Environment Surveys will be conducted in all classrooms to ensure that the pace and scope of the ELA curriculum is maintained.
- The school will offer an optional 8-week test preparation program aimed at reviewing key concepts and targeting student weaknesses identified by the classroom teachers

Key Personnel and other resources used to implement these strategies/activities:

- Classroom teachers, cluster teachers, paraprofessionals, network facilitators of professional development and school administration.
- Resources include the Teachers College reading and writing units of study, the foundations program, performance tasks, and per session allocated for implementing the Citywide Instructional Expectations

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- Classroom teachers will work collaboratively with the administration to develop ELA tasks and discuss implications for instruction.
- Classroom teachers will work collaboratively with the administration to adjust performance tasks so that they are closely aligned to the instruction that takes place in our classrooms.
- Classroom teachers will choose a test readiness workbook that they feel is closely aligned with the CCLS and the individual strengths and weaknesses of our

students.

- Classroom teachers will collaborate with Saturday School instructors to identify targeted needs.

Timeline for implementation:

September - June

Strategies to increase parental involvement

- Information about performance tasks will be disseminated to parents via the principal’s monthly newsletter
- Teachers will communicate results of performance tasks to parents with feedback as to how students can do better
- Information provided for parents is done via our school website, which can be translated into any of 64 languages
- Information will be disseminated via a monthly newsletters from the staff
- Parents will be provided with internet access information for the following: the PR, QR, LES and Annual School Report Card; copies of the Common Core State Standards; current reading levels that have been aligned to the CCSS, and monthly curriculum newsletters
- The school will provide parents with comprehensive individualized narratives to accompany report cards including specific strategies to support student achievement
- The school will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to First Friday events, Curriculum Night, publishing parties and community building social events
- Teachers and parents will periodically meet or engage in phone conversations to discuss strategies to overall improve ELA results
- Parent coordinator will conduct workshops that focus on ELA strategies

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Our Caring School Community (CSC) program is a school-wide character education program that highlights values such as being respectful, honest, and caring for others. CSC provides strategies for children to resolve conflict creatively and independently and guides children on how to turn to adults in the event that they can’t resolve conflict on their own. Our lower grades classes are “buddied” with upper grades classes and they engage in activities such buddy reading/writing, cooking, and art projects. Our CSC program is driven by a committee of teachers, administrators and parents.
- Beginning in February we are engaging with Kids in the Game, a recess program that brings structured games and activities to children during their recess time. We expect that Kids in the Game will increase overall instructional time in the classroom, increased activity time for our children during inclement weather days and decrease the number of office referrals related to teasing, bullying, etc.
- We offer a number of enrichment activities to our children in Pre-K-5th grade. Our enrichment activities include, chess, dance, capoeira, ballroom dance, Shakespeare and a musical theater program.
- The goal of our wellness committee is to educate our community by emphasizing the importance of nutrition, physical fitness and emotional health. The committee meets monthly to brainstorm ideas for articles to publish in the monthly principal’s newsletter and other ways that we can highlight the

aforementioned component. A spin-off of the wellness committee is our garden committee that organizes opportunities for our children to grow various crops in our school garden.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, all students in grade 4 and 5 will demonstrate growth in ELA proficiency, as evidenced by a 5 point increase in the NYS Math median adjusted growth percentile metric.

Comprehensive needs assessment

We reviewed our data from the 2011-2012 NYS Mathematics exam revealed that our median adjusted growth percentile in mathematics was 61.5, a dip from the previous year's score of 82. This illustrates the need to address student growth in mathematics.

Instructional strategies/activities:

- Beginning in the summer of 2012, teachers will engage in an extensive effort to align instruction in Everyday Mathematics to the Common Core Learning Standards (CCSL).
- Also during the summer of 2012, teachers will be provided alignment materials published by the DOE and EM that will assist in their summer planning.
- In the fall, teachers will be allotted alignment planning time during the first two professional development days, during grade meeting periods and throughout the school year.
- Grade leaders will be provided with professional development around the Math Exemplars program and present their findings at staff and grade meetings.
- Teachers will implement the Math Exemplars as a way to address gaps in the EM program and the expectations of the CCSL.
- Academic Interventions services will be provided for students that are struggling to meet grade-level academic expectations.
- Students will be required to participate in two math tasks that require them to engage in cognitively-challenging math exercises.
- The school will offer an optional 8-week test preparation program aimed at reviewing key concepts and targeting student weaknesses identified by the classroom teachers.

Key Personnel and other resources used to implement these strategies/activities:

- Classroom teachers, cluster teachers, paraprofessionals, network facilitators of professional development and school administration.
- Resources include the EM math curriculum, alignment materials published by the DOE, the Math Exemplars program and Common Core Coach Mathematics workbooks

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- Classroom teachers will work collaboratively with the administration to develop math tasks and discuss implications for instruction.
- Classroom teachers will work collaboratively with the administration to adjust Math Exemplar problems so that they are closely aligned to the instruction that takes place in our classrooms.
- Classroom teachers will choose a test readiness workbook that they feel is closely aligned with the CCLS and the individual strengths and weaknesses of our students.
- Classroom teachers will collaborate with Saturday School instructors to identify targeted needs.

Timeline for implementation:

- July-May

Strategies to increase parental involvement

- The staff will provide parent workshops on topics ranging from the CCLS to the Math Exemplars program.
- Specialized workshops will be conducted for the parents of ESL and Special Education students.
- The principal will discuss the CCLS during PTA meetings and conduct a special presentation on how PS 154 is aligning our math work to the CCLS.
- Parent will be provided with monthly curriculum newsletter from teachers with updates that will highlight the math work that is taking place at the school.
- Information about performance tasks and professional development will be disseminated to parents via the principal's monthly newsletter
- Teachers will communicate results of performance tasks to parents with feedback as to how students improve in their understanding of mathematics
- Information provided for parents is done via our school website, which can be translated into any of 64 languages
- Parents will be provided with internet access information for the following: the PR, QR, LES and Annual School Report Card; copies of the CCLS; and current levels in mathematics.
- The school will provide parents with comprehensive individualized narratives to accompany report cards including specific strategies to support student achievement
- Teachers and parents will periodically meet/engage in conversations about their child's progress.
- The school will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to First Friday events, Curriculum Night, publishing parties and community building social events
- Parent coordinator will conduct workshops that focus on math strategies

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Our Caring School Community (CSC) program is a school-wide character education program that highlights values such as being respectful, honest, and caring for others. CSC provides strategies for children to resolve conflict creatively and independently and guides children on how to turn to adults in the event that they can't resolve conflict on their own. Our lower grades classes are "buddied" with upper grades classes and they engage in activities such as buddy reading/writing, cooking, and art projects. Our CSC program is driven by a committee of teachers, administrators and parents.
- Beginning in February we are engaging with Kids in the Game, a recess program that brings structured games and activities to children during their recess time. We expect that Kids in the Game will increase overall instructional time in the classroom, increased activity time for our children during inclement weather days and decrease the number of office referrals related to teasing, bullying, etc.
- We offer a number of enrichment activities to our children in Pre-K-5th grade. Our enrichment activities include, chess, dance, capoeira, ballroom dance,

Shakespeare and a musical theater program.

- The goal of our wellness committee is to educate our community by emphasizing the importance of nutrition, physical fitness and emotional health. The committee meets monthly to brainstorm ideas for articles to publish in the monthly principal's newsletter and other ways that we can highlight the aforementioned component. A spin-off of the wellness committee is our garden committee that organizes opportunities for our children to grow various crops in our school garden.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June of 2013, 60% of identified special education students in grades K-4 (32 out of 53) will attain grade-level proficiency in reading as measured by the Teachers College grade-level reading benchmarks.

Comprehensive needs assessment

- *After analyzing the reading levels of our children with special needs we determined that less than 60% of the children were reading on grade level.*

Instructional strategies/activities:

- Create programming on children's IEPs to allow for ICT and SETSS instruction with a focus on building reading comprehension skills.
- Allow time for special and general education teachers to attend professional development sessions offered by both Teachers College and CFN 409.
- Paraprofessionals will participate in training with a focus on guided reading.
- PPC meetings that focus on the changing needs of our SE students
- Engage in collaborative inquiry with a focus on accelerating the reading skills of our SE population.

Key Personnel and other resources used to implement these strategies/activities:

- Classroom teachers, cluster teachers, paraprofessionals, network facilitators of professional development and school administration.
- Resources include network support, professional development from the Network and Teachers College, the Foundations program, Words Their Way and the Teachers College units of study for reading.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- Classroom teachers will work collaboratively with the administration and the PPC to identify the weaknesses of the targeted children.
- The PPC will make recommendations to the classroom teachers regarding teaching strategies that they can employ to improve reading comprehension.
- Classroom teachers will work closely with the SETTS teachers to

Timeline for implementation:

- September-June

Strategies to increase parental involvement

- Specialized workshops will be conducted by the ESL teacher for the parents of ESL and special education students.
- The principal will discuss the CCLS during PTA meetings and conduct a special presentation on how PS 154 is aligning our ELA work to the CCLS.
- Parents will be provided with monthly curriculum newsletter with updates that will highlight the ELA work that is taking place at the school.
- Information about performance tasks will be disseminated to parents via the principal's monthly newsletter
- Teachers will communicate results of performance tasks to parents with feedback as to how students improve in their understanding of ELA

- Information provided for parents is done via our school website, which can be translated into any of 64 languages
- Parents will be provided with internet access information for the following: the PR, QR, LES and Annual School Report Card; copies of the CCLS; and current levels in ELA.
- The school will provide parents with comprehensive individualized narratives to accompany report cards including specific strategies to support student achievement.
- The school will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to First Friday events, Curriculum Night, publishing parties and community building social events
- Parent coordinator will conduct workshops that focus on best practices as they pertain to special education and ESL

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Our Caring School Community (CSC) program is a school-wide character education program that highlights values such as being respectful, honest, and caring for others. CSC provides strategies for children to resolve conflict creatively and independently and guides children on how to turn to adults in the event that they can't resolve conflict on their own. Our lower grades classes are "buddied" with upper grades classes and they engage in activities such as buddy reading/writing, cooking, and art projects. Our CSC program is driven by a committee of teachers, administrators and parents.
- Beginning in February we are engaging with Kids in the Game, a recess program that brings structured games and activities to children during their recess time. We expect that Kids in the Game will increase overall instructional time in the classroom, increased activity time for our children during inclement weather days and decrease the number of office referrals related to teasing, bullying, etc.
- We offer a number of enrichment activities to our children in Pre-K-5th grade. Our enrichment activities include, chess, dance, caopeira, ballroom dance, Shakespeare and a musical theater program.
- The goal of our wellness committee is to educate our community by emphasizing the importance of nutrition, physical fitness and emotional health. The committee meets monthly to brainstorm ideas for articles to publish in the monthly principal's newsletter and other ways that we can highlight the aforementioned component. A spin-off of the wellness committee is our garden committee that organizes opportunities for our children to grow various crops in our school garden.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> Students at-risk for ELA will receive differentiated instruction using the following: re-teaching of the mini-lesson, remedial strategy/skills lessons, guided reading, interactive writing) At-risk K – 2 students will be mandated for Extended Day All at-risk grade 3 -5 students will be mandated for Extended Day 	<ul style="list-style-type: none"> K – 2 Small group and one-to-one, push-in (AIS teacher) Gr. 3 -5 Small group and one-to-one, push-in (AIS teacher) Small groups of 10 or fewer students Small groups of 10 or fewer students 	<ul style="list-style-type: none"> Four days a week before school
Mathematics	<ul style="list-style-type: none"> Students at-risk for math will receive differentiated instruction using the following: re-teaching of the mini-lesson, remedial math strategy/skills lessons, differentiated TERC Investigations. At-risk K – 2 students will be mandated for 	<ul style="list-style-type: none"> K – 2 Small group and one-to-one, push-in (AIS teacher) Gr. 3 -5 Small group and one-to-one, push-in (AIS teacher) Small groups of 10 or fewer students. 	<ul style="list-style-type: none"> Four days a week before school

	<p>Extended Day</p> <ul style="list-style-type: none"> All grade 3 -5 students will be mandated for Extended Day 	<ul style="list-style-type: none"> Small groups of 10 or fewer students All IEP students attending Extended Day are in groups of 5 or fewer students 	
Science	<ul style="list-style-type: none"> At- risk students will be provided with non-fiction science texts through close reading, guided reading, shared and independent reading 	<ul style="list-style-type: none"> Small groups and one-to-one 	<ul style="list-style-type: none"> During the school day and during Extended Day
Social Studies	<ul style="list-style-type: none"> At- risk students will be provided with non-fiction social studies texts through close reading, guided reading, shared and independent reading K – 5 students will engage in the Independent Investigation Model (IIM) using Social Studies units of study 	<ul style="list-style-type: none"> Small group, push-in Small groups within the classroom 	<ul style="list-style-type: none"> During the school day and during Extended Day Once per week during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> Guidance Counselor & Intern (emotional, behavioral, crisis, etc. counseling) School Psychologist & social worker (emotional, behavioral, crisis management, etc. intervention) Assistant Principal 	<ul style="list-style-type: none"> Small group and one-to-one Small group and one-to-one 	<ul style="list-style-type: none"> 3 times per week, as needed Twice per week, as needed

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- According to current DOE policy, only experienced teachers with required certification have been hired; with the exception of high needs areas. As indicated by our most recent BEDS report, every teacher in the school is state certified to teach in their particular area.
- As mandated by the UFT contract, all untenured teachers are assigned to an in-house mentor to support them throughout their probationary period.
- All teachers receive professional development support in literacy instruction from TC coaches as well as instructional support in mathematics from administration.
- Every teacher has an individualized professional development plan which includes the following supports: TC staff developers; attendance at TC calendar days; network level professional development in the teaching of writing, reading and aligning curriculum to the Common Core Standards and participate in in-house/inter-school inter-visitations.
- Due to our school's reputation and its level of student achievement we are fortunate to attract a large pool of highly qualified candidates whenever we have a staffing vacancy. Our professional affiliations with Teachers College and Brooklyn College also provide us with potential teacher candidates. All of our teaching vacancies are posted on the Doe's "Open Market" system in order to attract the largest number of potential candidates for our vacancies.
- In order to continue attracting highly qualified teachers we will continue to make the creation of a professional learning community aimed at improving student achievement a high priority in our school by providing on-going, high quality professional development and teacher support.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 will 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Christopher Groll/Neal Opromal	District 15	Borough Brooklyn	School Number 154
School Name PS 154, Brooklyn			

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

Principal Samuel Ortiz	Assistant Principal Eric Havlik
Coach n/a	Coach n/a
ESL Teacher Elana Rabinowitz	Guidance Counselor Kristin O'Rourke
Teacher/Subject Area n/a	Parent n/a
Teacher/Subject Area n/a	Parent Coordinator Diana Plunkett
Related Service Provider Irene Vasquez/SETTS	Other n/a
Network Leader Neal Opromalla	Other n/a

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	.5	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	442	Total Number of ELLs	32	ELLs as share of total student population (%)	7.24%
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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. 

OVERVIEW

PS 154 is located in the Windsor Terrace section of Brooklyn, New York. At present the school serves approximately 442 students, 7.2% are ELLs. The school's ethnic population is as follows: 57.69% White, 23.75% Hispanic, 6.56% Black, .07% American Indian and 6.78% Asian and 3.16% are multi-racial. In compliance with the wishes of parents as expressed in the parent survey, PS 154 has a freestanding ESL (English as a Second Language) program for grades K-5. In the 2011-2012 school year PS 154 identified 32 ELLs (English Language Learners): 19 native Spanish speakers, 5 Russian speakers, 3 Urdu speakers, 1 Polish speaker, 1 Turkish speaker, 1 French speaker 1 Ukranian speaker and 1 German speaker. Some of these ELLs include special education students from CTT classes as well student's with IEP's. Based on the results of the 2011 NYSESLAT the school has 4 students at the Beginning level, 8 at intermediate and 13 as advanced. The ELL population at PS 154 performs lowest in the reading and writing strand of the NYSESLAT.

For the 2011-2012 school year, the numbers of students who receive ESL services by grade are as follows:

Grade	Number of Students
K	8
1	9
2	7
3	6
4	2
5	0

1. The process for the identification of ell students is as follows:

Once a child is admitted to the NYC school system, the parents are then actively involved in the decision-making process of the child. First, parents are given a home language survey (HLSI) to identify the child's language proficiency. This survey is given in the language the parent or guardian is most proficient in by a licensed pedagogue, either the Certified ESL teacher, Elana Rabinowitz (Proficient in Spanish and Sinhala) or on days she is not present by Irene Vasquez, the bi-lingual SETTS teacher. The parents are requested to check off the languages that are spoken at home. They meet with the parents of all new admits who have been identified as needing ESL services to determine if the parents are in need of translation services. The Parent Coordinator, Diana Plunket (English speaking) The school secretary, Marge Cammellerre (English speaking), School Aide Maritza (Spanish Speaking), Irene Vasquez (Bi-lingual SETTS teacher) are available to assist with the in the translation and interview process. Elana Rabinowitz informally interviews the child to determine language dominancy within the first ten days of school. The certified ESL teacher conducts these interviews in English. If a parent speaks a language we cannot provide a translator for, we call translation and interpretation services. The ESL teacher conducts an informal interview and assessment with the child in English, providing written text, basic prose and a series of simple questions to determine basic English proficiency. If the child is identified as being dominant in a language other than English, the child is given the language battery assessment (lab-r) within 10 days of enrollment by Elana Rabinowitz to determine if the child should receive ESL or bilingual services. Spanish speaking students, are given the Spanish lab-r by Helen Hernandez, who is a licensed bi-lingual teacher. The lab-r consists of a speaking, reading, writing and listening component. The certified ESL teacher administers the speaking component and if need be additional components are administered by a licensed pedagogue, with accommodations' for special education students. The results of the lab-r determine the amount of ESL service the students should receive. The students who score at the beginning and intermediate levels are required 360 minutes of instruction per week. Students

who score at the advanced levels receive 180 minutes of instruction per week. In addition, if a child is deemed eligible for ESL services, they are evaluated annually using the New York State English as a Second Language achievement test (NYSESLAT) to determine their level of proficiency. This exam has four components, listening; speaking, the ESL teacher administers reading and writing that with the assistance of Irene Vasquez, Jennifer Morris as well as Sandra Callahan (hired for testing time) all licensed pedagogues. The students are tested in grade bands with special accommodations' made for special education students. The child takes the NYSESLAT exam until they are proficient in the English language.

Our ESL teacher, Elana Rabinowitz, prints out ATS reports to determine both student's levels and eligibility for the NYSESLAT exams. In the beginning of the year the RLAT is printed to see which students are entitled to ESL services and which have past out. Our entitled students are sent out a continued entitlement letter and those that past are sent out a letter explaining they are no longer eligible for ESL services, however, they will still be monitored and are allowed extended time for state -wide examinations. The ESL teacher then prints the RNMR report, to see where instruction needs to be focused as well as determine groups based on levels. Each year, the ESL teacher creates a schedule to administer the 4 parts of the NYSESLAT exam. A letter is sent home to the parents to inform them of the schedule and this letter is translated in the parent's native language. The ESL teacher, in conjunction with trained pedagogue, administers the 4 sections of the NYSESLAT, within the deadlines presents by the DOE. If no form is submitted the default program is bilingual.

2. Once children are determined eligible for services an entitlement letter is sent home and parents are invited to an orientation within the first 10 days of school. The orientation is conducted by Elana Rabinowitz (ESL certified teacher) with the assistance of the parent coordinator Lidia Ross (who is bi-lingual) with the assistance of Martiza available for translations. All materials presented at these meeting are translated into languages appropriate for the parents in attendance. A cd that describes the three program choices: transitional bi-lingual education, dual language, and freestanding ESL are shown to the parents in their home language. The three program placement options are presented with clarity and objectivity and are available in 13 languages. Each parent is given an individual laptop and headphones to have the opportunity to listen in their native language. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parent survey and program selection forms, along with parent brochures, are sent home to those parents unable to attend the orientations, with follow-up calls by Elana Rabinowitz the ESL teacher to ensure informed choice is available to all parents. The ESL teacher also monitors the return of the form with the assistance of Marge the school secretary and Dianna the parent coordinator. The orientations are given twice a year, and/or on an individual basis to correspond with new admits.

3. Entitlement letters are sent home in the ell's home language after tabulating the results of the lab-r exam. Parent surveys are sent out as well, and also distributed at the orientation. If the parent still has not returned these forms, additional follow up to obtain these materials is done via the parent coordinator or with the ESL teacher via telephone, with translators as needed. The ESL coordinator will meet individually with parents to assist them in filling out the parent survey and program choice form. If no program is chosen, the default is bilingual.

4. The ESL teacher sends out entitlement letters within the first 10 days of school via mail and/or children's backpacks. Entitlement letters are sent home in the Ell's home language after tabulating the results of the LAB-R exam. Parent surveys are sent out as well, and distributed at the orientation. If the parent still has not returned these forms, additional follow up to obtain these materials is done via the parent coordinator via telephone. In the case that we are not able to get the forms returned, the default program is then Bi-lingual education. The ESL coordinator will meet individually with parents to assist them in filling out the parent survey and program choice form. If after numerous attempts are made to collect the program choice form and nothing is returned, the default is the bi-lingual program.

5. Once it is determined which program the parent has chosen a placement letter is distributed via mail and/or child's backpack to the parent in their native language. Copies are then placed in a locked file cabinet. Currently, as per parent choice, PS 154 only offers a freestanding ESL program; this has been reflected overwhelmingly in the parent survey. If a parent would like to participate in either a transitional-bilingual program or a dual language program, the ESL Coordinator, along with a translator would assist and help place the child in the appropriate program. If enough students in two consecutive grades wanted these programs, arrangements would be made immediately to form a bilingual class. Parents would be notified within 10 days of these programs. Again, all entitlement letters are sent to the families in their native languages and a copy placed on file.

5. After reviewing the Parent Survey and Program Selection forms for the past few years at PS 154, the trend has been for PS 154 that 100% of the parents have chosen the freestanding ESL program. This year of the 5 newly enrolled students; all of the families chose the freestanding ESL option for their children. The results help us plan for a freestanding ESL program each year. These forms are collected and then filed in a locked cabinet and the ESL teacher is responsible for maintaining the files.

6. Currently PS 154 offers a Free Standing ESL program as per the request of the parents. This information is collected annually by the ESL teacher based on the program selection form. These forms are collected by the ESL teacher throughout the year with the arrival of new students. Based on the numbers, it is determined whether a transitional-bilingual program needs to be added. If 15 or more students in two consecutive grades, who speak the same language, according to the program survey chose bi-lingual then PS 154 will open a bi-lingual class for these students. If in the future there were sufficient students to warrant a transitional bilingual program, our school would comply with the requests of the parents. This would entail a minimum of 15 students in two consecutive grades who speak the same language. We will continue to monitor the results of the parents' surveys to determine what programs we will offer at our school.

C- Home Language Breakdown and ELL Programs

PS 154 Home Language Breakdown ESL Free Standing Program 32 ELL Students

Grade Native language

K UR

K TU

K PO

K SP

K SP

K SP

K RU

K RU

Total K = 8 For Kindergarten students the home language breakdown is as follows: One Urdu Speaker, One Turkish Speaker, One Polish Speaker, Three Spanish Speakers and two Russian Speakers.

1 SP

1 RU

1 SP

1 SP

1 SP

1 SP

1 SP

1 SP

Total 1 = 8 For First Grade students the home language breakdown is as follows: One Russian speaker and Seven Spanish Speakers.

2 SP

2 SP

2 SP

2 HE

2 RU

2 FR

2 UR

2 GE

Total 2 = 8 For Second Grade students the home language breakdown is as follows: Three Spanish Speakers, One Hebrew Speaker, One Russian Speaker, One French Speaker, One Urdu Speaker and one German Speaker.

3 UR

3 SP

3 SP

3 SP

3 SP

3 RU

Total 3 = 6 For Third Grade students the home language breakdown is as follows: One Urdu Speaker, One Russian Speaker, and four Spanish Speakers.

4 SP

4 SP

Total 4 = 2 For Fourth Grade students the home language breakdown is as follows: Two Spanish Speakers.

Currently we do not have any entitled 5th grade ESL students.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	3	3	3	3									15
Total	3	3	3	3	3	0	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	25	0	3	7		3	0	0	0	32
Total	25	0	3	7	0	3	0	0	0	32

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

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	7	3	4	2									19
Chinese														0
Russian	2	1	1	1										5
Bengali														0
Urdu	1		1	1										3
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	1											4
TOTAL	8	9	7	6	2	0	0	0	0	0	0	0	0	32

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1a. Instruction at our school is as follows. During the 2011-2012 school year, the ESL teacher at P.S. 154 services 32 ELL students. The students are grouped by their level of English language proficiency and grade level, and are serviced by a combination of pull-out/push-in methods. This ESL program provides students with ESL instruction, in addition to 120 minutes of literacy instruction in their mainstream classrooms. The ESL classes do not interfere with the ELA instruction already taking place in the mainstream classroom, but instead supplement and scaffold the materials already being covered by the mainstream classroom teachers.

b. Currently, PS 154 only has one part time ESL instructor who works in conjunction with the classroom teachers in order to service the ESL students; this is done either in a push-in or pullout format. Groups are combined heterogeneously and across grades in an effort to maximize hours of instruction. PS 154 uses Free-standing English as a Second Language Program as per the parent's request on the survey form. The main goal of this program is to assist the students in achieving English Language proficiency within three years. The ESL classes are grouped primarily by English language proficiency level (i.e. beginner, intermediate, advanced), as determined by students' scores on the LABR\NYSESLAT exams. The students' grades, learning styles, and needs are also taken into consideration when forming groups. Group times are based on mandated hours. Currently PS 154 is only able to afford one part time ESL teacher. We understand that it is imperative to have students meet the mandated hours and thus we will work with our schedule to maximize hours of instruction. In addition, we will have the ESL teacher work additional hours to ensure that the mandates are reached for beginners, intermediate and advanced students.

2. Our school currently has one part time ESL teacher to service the 21 ELL students in our school. She instructs beginning and intermediate ELL's for 360 minutes a week and our advanced ELLs for 180. We have reconfigured our schedule to allow for increased periods of ESL in the day, with funding put aside for additional hours of instruction with larger groups. The student to teacher ratio will be no more than 12:1.

Our ESL teacher pushes in during the literacy block (2 periods) of ESL; She works collaboratively with the ELA/classroom teacher to supplement the curriculum to meet the needs of the ELL children. Other times the ESL teacher pulls out small groups of children and works to supplement those students in all academic areas.

Our Free Standing ESL program ranges from newcomers all the way to advanced proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL, as per CR Part 154. Groups are combined across grade level as well as

A. Programming and Scheduling Information

proficiency level to allow for more time of instruction. We try and offer additional time and assistance for our newcomers. Peer tutoring is being implemented, where older students will visit the newcomer's classrooms to give them additional assistance. When possible the ESL teacher pushes in the ELA instructional periods and assists the individual students. We currently do not offer NLA classes.

3. Our ESL program sets out to foster English proficiency in a supportive and comfortable classroom environment. Our ESL teacher is a certified professional who works with the classroom teachers, to together, collaborate and ensure that students are able to learn missing schema and vocabulary, and any missed skills or strategies that they might not fully grasp in the mainstream classroom. This is done by collaborative planning between ESL and ELA teachers in their units of study. Scaffolding instructional delivery, such as modeling, bridging, schema building, contextualization, Text representation and met cognition. We assist our students via conferencing, informal assessments and running records. Small group AIS session for each grade prior to all state assessments to focus on literacy and academic language.

The ESL curriculum, which is administered through a push-in and pullout program, is based on the Teachers College curriculum; that is, ESL instruction corresponds with units of study. For students in the beginning stages of language acquisition, the focus of instruction is on acquiring basic interpersonal communication skills (BICS). The emphasis of instruction is on language input, using strategies to help make input meaningful to students, and tapping prior knowledge to help students connect new language to familiar topics. The ESL teacher also uses the Balanced Literacy model of instruction by engaging student activities, such as guided reading, read aloud, and shared writing. Real objects, props, visuals and facial expressions or gestures are used to provide contextual support, helping to make messages in English more comprehensible. In addition, poems, chants and songs are used to involve students with language in a low-risk environment. These scaffolds give students ample opportunity to hear and internalize vocabulary, language patterns and structures.

The instructional materials used to support the learning of ELLs vary depending on grade and level. With more advanced ELLs; we mostly use the same classroom materials as the mainstream class. The ESL room contains additional instructional materials, including a large leveled library. Beginning ELLs use lower level books and other language tools for vocabulary development. Beginners also participate in games and small group activities that help with such skills as initial and ending sounds, rhyming words, and other phonics skills.

In addition, this year, our school has added the Journey's literacy program, which has a specific component that targets the ESL population. Instruction is easily differentiated and ELL students have modified worksheets, vocabulary enhancers and a series of other materials to focus on their needs. The program is modified to serve the needs of specific ELL students based on their LAB-R results and other assessments. The following is a summary of the methods used in ESL instruction:

We provide large quantities of comprehensible input: visual aids, concrete objects, contextual clues, and gestures

We emphasize communication skills wherein the new language is used in meaningful context

We incorporate engaging and relevant topics to encourage communication

We communicate using gestures, graphics, and pantomime when appropriate

We use Total Physical Response (TPR) wherein the child acts out the language being acquired

We use technology such as computers and audio-visual equipment to aid in instruction

We integrate ESL methodologies within content area themes as well as ELA

4. Ways that we ensure that ELLs are appropriately evaluated in their native language is as follows. If a child qualifies for the LAB-R exam, and they are a Spanish speaker, they are then given the LAB-R in Spanish as well, to determine language dominance and literacy. Throughout the year, PS 154 offers translated examinations for our ELLs in Math and Science. We also ensure that if a child needs an evaluation we have a bi-lingual pedagogue administer the exam.

5. The ESL teacher works in conjunction with the mainstream classes to ensure that teacher's differentiate instruction based on a child's level of proficiency. In addition, the use of a bilingual Intervention Specialist assists specific students during enrichment to use the child's native language to improve math and literacy skills. This same teacher works to assist ELLs with special needs in giving them extra help and assessments.

5a. Currently we do not have any SIFE students. However, if in the future we receive SIFE students our action plan is as follows.

A. Programming and Scheduling Information

We will create individualized student needs assessments; create a specific AIS plan for the student to focus on in literacy and math and creating and maintaining grade appropriate instructional support materials.

5b. When newcomers arrive they are immediately receive an informal orientation. They have access to a special listening center with user friendly materials as well as are given “language buddies” to help them in their initial stages of language development. Since our ELLs are required to take the ELA examinations after only one year, we have our students participate in test preparation programs offered to all our students. They are able to use bi-lingual dictionaries and glossaries throughout the year to better assist them in the transition. Additional help in literacy is given to these students with the help of parent volunteers.

5c. ELLs receiving 4 to 6 years of service are a larger number of ELLs in the upper grades. An analysis of their scores on the NYSESLAT, ELA and math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves an after school program, targeting literacy and math two days during the week. In addition, we monitor the progress of students in all content areas to differentiate instruction for literacy needs.

5d. Currently PS 154 does not have any Long-Term ELLs. However, if in the future we have long-term ELLs our plan will be as follows. We will first analyze their scores on the NYSESLAT, ELA and math exams to determine is the problem is one of reading and writing. Once this is determined will created a targeted AIS instruction based on the specific need of the ELL. Our inquiry team will focus on them to assist in gaining proficiency. We will monitor the progress of students in all content areas to differentiate instruction for specific literary needs. We will create student goals and differentiate instruction.

6. Five of our ELL students receive special education services as well. Our plan for this group is to ensure that teachers of students with an IEP are familiar with the students’ specific needs and that all services are provided according to the IEP mandates. There is collaboration between the ESL teacher and the IEP contact person. The delivery of the AIS services is appropriate to the grade. Additional small group workshops such as Wilson and Foundations will be used to help accelerate English language development to meet the needs of ELL-SWDs where needed. All will be included in afterschool literacy and test prep programs. Most of our classrooms have increased the use of smart boards and other technologies that target the needs of our ELL-SWD population. The instructional materials used to support the learning of ELLs vary depending on grade and level. With the more advanced ELLs, we mostly use the same classroom materials as the mainstream classes and supplement with graphic organizers and varied literature. Beginning ELLs use lower level books and various programs to increase language development. Numerous language games, visuals, music and computer programs are used to focus on beginning and ending sounds, rhyming words and basic phonic skills.

7. Our schools groups all the ELLs on a grade in one classroom so that the ESL teacher can push in, or pull out depending on the needs of the students. Our school tries to create the least restrictive environment for our ELLs. Our ELL students are placed in one class to make it easier to focus on the push-in model. Programming is collaborated between all service providers to work around the needs of the children being serviced. Our ESL teacher, attempts to use the push-in model when possible, however, when small group instruction is necessary it revolves around the schedule of the mainstream teacher. If a child is being pulled for numerous services, the ESL teacher may create a special class during the morning. The classroom itself contains numerous visual resources and manipulative to meet the needs of our diverse learners. Our ELL schedule complies with the mandates necessary to meet the required units of ESL as per CR Part 154.

Courses Taught in Languages Other than English ⓘ

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

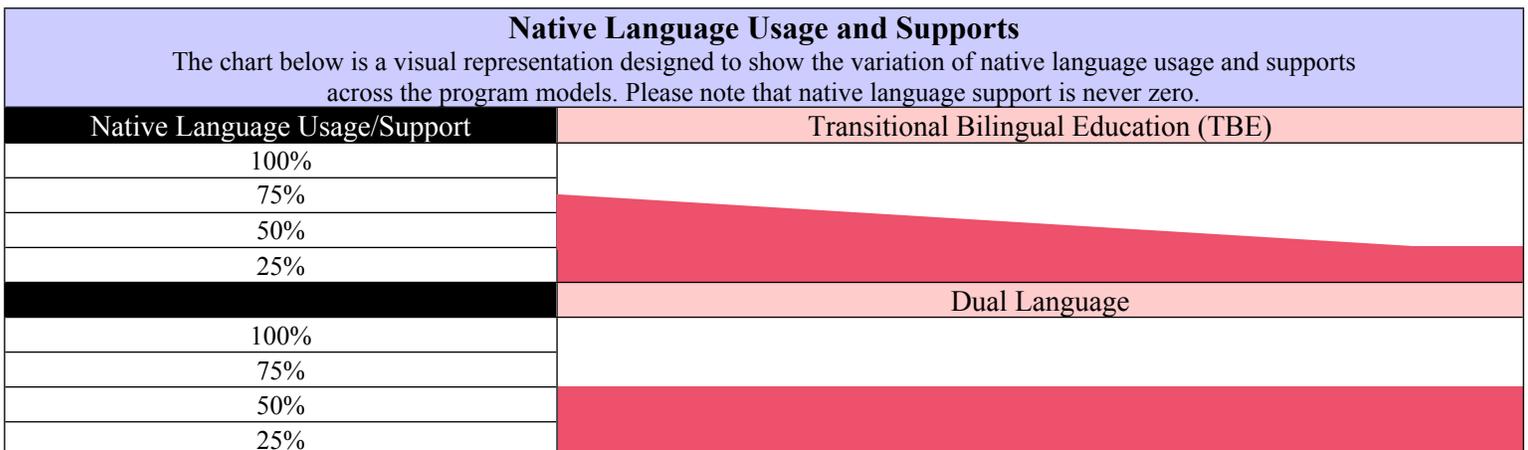
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

C. Schools with Dual Language Programs	
1.	How much time (%) is the target language used for EPs and ELLs in each grade?
2.	How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3.	How is language separated for instruction (time, subject, teacher, theme)?
4.	What Dual Language model is used (side-by-side, self-contained, other)?
5.	Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
8.	All activities and supports offered to our ELL population are focused on their acquisition of language proficiency and academic progress. For all the content areas we are working on ways to better focus on the needs of our ELL population. Specifically in, Math and Science, and Social Studies we are creating and developing a test preparation program that will specifically focus on their needs. We have created specialized word walls in each cluster classroom as well as pictures to further explain the academic language in content areas. We will collaborate with classroom teachers and the ESL teacher to create a learning community, which is well versed in research, based instructional strategies. We will provide opportunities for ESL students to be involved in purposeful conversations that utilize a wide range of vocabulary. Encourage all staff; specifically content area teachers to participate in professional development focusing on ELL instructional needs. Bi-lingual dictionaries and glossaries are provided in the students native language to assist with content material. Access to Google translations and other media centered translations will be accessible to students when deemed appropriate.
After an analysis of ELL's scores on the NYSESLAT, ELA and Math assessments, as well as teacher feedback, we place students in intervention services in addition to ESL instruction. ELLs may receive Academic Intervention Services using the push-in model with a part	

time AIS teacher. If a child has an IEP, they meet in small groups or individually with an IEP teacher, SETTS teacher or Speech teacher to assist them with their specific needs. If a child has an IEP we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. There is collaboration between the ESL teacher and IEP contact person. We also monitor newcomer and SIFE student for possible special needs status. All of our interventions are given in English. We do, however, have a bi-lingual parent coordinator and translators used when we have specific meetings or as needed.

9. Our transition students are still monitored carefully for 2 years following the passing of the NYSESLAT. These students continue to receive testing accommodations for two additional years. These include a separate testing location, time and a half, with an 8:1 student to teacher ratio. They are also provided with bilingual dictionaries and glossaries for assistance on exams. PS 154 currently offers testing modification for up to two years for students who have passed the NYESLAT exam. In addition, they are able to participate in after school and test preparation to assist in math and literacy.

10 We have started some new programs to give additional support to our ELL population. One is a peer tutoring program, where former ELLs from the upper grades work with the newcomers assisting them in areas of literacy and writing. In addition, we will be training selected parents in the community to work with our ELLs at all levels. These programs will not interfere with their current curriculum and serves simply as a supplement to the already existing programs.

11. There will not be any discontinued services for Ells Presently; our school is currently working in conjunction with the parent coordinator and parent volunteers to obtain additional resources that will assist our ELL population. In addition, new books will be ordered that focus on the needs of ELLs in the content areas.

12a. Our ELLs are afforded equal access to all school programs. These programs include supplemental instruction in ELA and math for grades 3 – 5: Small group, differentiated instruction 2X week after school. In addition ELLs Grades K – 5 can participate in: Small group or individual counseling sessions 1 – 2X weekly

12b. In order for our ELLs to be afforded access equal access to all programs, they are invited to attend our schools enrichment programs during the days (twice weekly) as well as after school programs offered daily from 3:15 – 5:15. We would love to purchase specific programs for our ELLs and hope to gain funding in the future to allow for rigor.

13a. Our school uses many instructional materials and incorporates technology to support our ELLs. We use guided reading with Rigby readers to assist our ELLs in literacy with specialized vocabulary builders. Additionally we use rosetta stone, smart boards, Mac computers, and books on tape (and cds) Our classroom teachers have document cameras that support our ELLs in literacy. The ELLs have access to computers and laptops that have specified programs for ELL enrichment.

13b. Classroom and cluster teachers utilize technology, visual aids and differentiated learning to assist ELLs. Our ESL teacher has specific, leveled libraries, which includes a listening center that is available to all our ELL students. All these materials are available for each grade and proficiency level. A specialized content based library was purchased to specifically meet the needs of our English Language Learners.

14. Native language support is offered in a variety of ways. Our school has a series of books both in the student's native language and/or with English translations. We have bilingual books in the content areas as well. Each teacher is provided with transliterations of basic commands and questions that can easily be relayed in the student's native language. The ESL teacher creates additional materials as well for newcomers upon arrival. Each child is paired with a native language buddy. Children are also given dictionaries and glossaries in their native language to assist them academically. In addition, we have a collection of books in Spanish that are available to the students if they choose. We also use the Internet to access materials in other languages that will assist students and that will help the ESL teacher communicate with the ELL's.

15. Services and resources correspond to Ell's ages and grade levels in our school. Children are placed in small groups with peers that best match their language schools and age to best align them to the current standards and units of study. All materials that are purchased at 154 correspond with service support and applicable to ELLs of all ages and grade levels. In addition, our ESL teacher purchases additional materials to meet the needs of the changing populations.

16. Our newly enrolled ELLs are given newcomer packets that include basic vocabulary translated from their native language as well as essential English commands and pictures that will assist them in their immediate transitions. They work closely with the parent coordinator as well as the ESL Teacher to acclimate to the school and discuss our programs as well as additional programs offered to assist them in the neighborhood. They meet with the ESL teacher to discuss strategies and given supplemental materials to assist them at home. Classroom teacher's work to prepare their classrooms with print rich labels so that any newcomer can find their way around.

17. Currently PS 154 is not offering any language electives, however, we are looking into offering some in the near future.

N/A

D. Professional Development and Support for School Staff

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

1. The School staff and the empowerment support staff are provided professional development throughout the year. The ESL teacher, in addition, attends various professional developments that focus on ELL's achievement in the classrooms. We are focusing on increasing professional development to all staff at PS 154. We currently have the ESL teacher conduct meetings throughout the year to discuss with staff strategies and methodologies to use in their classrooms. We will also be ordering content books specifically for ELLs so that they will be able to work with the current curriculum on a level that is appropriate for them. Professional development is offered to all staff including guidance counselor, special education teachers, occupation therapist, speech therapist, secretaries, and parent coordinators.

The ESL instructor at PS 154 also participates in ongoing professional development related specifically to ESL instruction and NYS learning standards for ELLs. Throughout the 2011 - 2012 school year she will participate in meetings and seminars offered by PS 154's Empowerment School Network, the topics of which include State requirements for identifying and placing ELLs, effective instruction through the push-in and pull-out ESL models, ELLs preparation for State testing on the NYSESLAT and content-area exams, and effective instructional strategies within the Balanced Literacy workshop model. The dates and times of these meetings are TBA, but they will take place on a regular basis throughout the school year. One workshop that our ESL teacher will participate in is The ELL Professional Development Institute, which will focus on:

- Second language development theory
- Understanding the English Language Learner
- The stages of language acquisition and the implications for instruction
- Best practices that support the English Language Learner in classroom structure, routines/rituals, classroom environment and instructional strategies
- Planning and instructional supports in ELA and Math to promote success for English Language Learners

In addition, the ESL teacher will work in conjunction with the ELA teachers to focus on writing, during specific workshops with Carl Anderson.

The ESL instructor will take part in all school-level professional development concerning content-area curriculum, test preparation, and Enrichment activities so that she can align her planning with the instruction-taking place in mainstream classrooms at PS 154.

2. Our staff is very involved in the transition of our 5th grade students to middle school. Our staff accompanies the students on tours to neighboring middle schools and translations of these activities are posted or verbalized to the parents of ELLs.

Transitioning from elementary to middle school can be a challenging time. ELLs and their families work with our guidance counselor to determine the best choices for their students. Orientations are given with interpreters. Translators are provided to assist with filling out necessary paper work. Workshops are offered throughout the year to discuss problems of adjustment, academics as well as services and options available in their new schools. The ESL teacher meets with the teacher's of students who are transitioning to mainstream classes. They provide materials and methodologies that will assist the students in their transitions.

3. Our ESL teacher provides professional development (7.5 hours) to the staff to inform them of the needs and requirements for the ELL population. These workshops are given mainly in the beginning of the year, with follow-up meetings throughout. Records are maintained for these workshops.

Each year 7.5 hours of ELL training is provided as listed below. All records are kept on file and locked. School staff – The school's professional Development program focus is on

- Literacy needs of our ELL population within the prescription of the Teacher's College units of study.
- Sessions are also given in math to scaffold instruction via the use of manipulatives
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible in the upper grades
- Staff members attend professional development provided by the ESO network and turnkey to staff members

Support Personnel: Workshops taken by teachers on our ESL staff have included:

- Scaffolding the content areas
- Brain research for ELL

Our ESL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers (see above

list).

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. PS 154 has an involved parent community. Each year in addition to the required orientations, we host meetings of all the ELL parents (past and present) to discuss the specific needs of their children as well as offer advice to newcomer parents. The parents work together to troubleshoot ideas and make suggestions for the program. Our parent coordinator is bilingual and often checks in with the parents in the community and assists them in meetings, translating all school documents as well as serving as a liaison within groups in the community.

2. PS 154 offers a variety of workshops and services for our ELL parents. Our parent coordinator spearheads the workshops and either personally translates materials or provides information in their Native Languages. The following are some of the workshops we offer. Nutrition workshop, Pediatric dental care workshop, Emergency medical care workshop, Alphabet Soup (reading strategies workshop), Writing process workshop, Workshops on state testing and promotional policy, Asthma awareness workshops, Learning Leaders training (training for parents to work with small groups of children), Everyday Math training (workshop for parents on math curriculum) Curriculum explanations for ESL parents, ESL parent workshop on helping your child at home, ESL parent workshop on summer homework exercises and ESL parent workshop on technology.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including holiday luncheons, international festivals and cultural days. At these events, the school and community can come together to recognize student achievements in arts and academics.

Winter and Spring Carnivals

Movie nights

Student chess tournaments

Everyday Math training (workshop for parents on math curriculum)

Parent handbook (available in Spanish)

Monthly school-wide newsletter

Monthly newsletter by grade level

Curriculum explanations for ESL parents

- Afterschool: Our Parent Coordinator conducts various workshops throughout the school year to help the ELL community. Curriculum Orientation Night is one of the most important events offered to all PS 154 parents at the beginning of the school year. During this event, the staff explains to parents/caregivers the instructional programs that will be covered during the course of the year for each grade level, and they offer advice on students' homework and other academic expectations for the school year. Parents of ELLs attend this Curriculum Orientation Night along with parents of native English-speaking students. In addition to Curriculum Orientation, parents of ELLs at PS 154 are also offered an ESL Parent Orientation meeting at the beginning of each school year. During this orientation the ESL instructor shows an informational video provided by the NYC Dept. of Education, informs parents/caregivers of their program options, describes the ESL curriculum at PS 154, and addresses any questions/and or concerns. We will be having meetings in the spring to help prepare the parents for the NYSESLAT exam.

3. We evaluate the needs of our parents based on parent surveys in their native languages. In addition, Our parent coordinator holds meetings throughout the year to discuss the needs of our students. Specifically, she attends the ESL Orientation and hands out a survey to compile information that we can use to assist our students and their families. She is bi-lingual and able to translate the information as well. The Parent Coordinator surveys the parents and plans workshops according to their responses. In addition, the ESL teacher meets with the parents of ELLs to come up with specific strategies to better work with the ELLS in the community.

4. We support the parents by providing translation services during the parent orientation meeting and parent teacher conferences. Also by utilizing the translation and interpretation unit. (the phone translation system) when necessary.

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)	5	0	0	0	0	0								5
Intermediate(I)	3	3	3	0	0	0								9
Advanced (A)	1	3	2	2	0	1								9
Total	9	6	5	2	0	1	0	0	0	0	0	0	0	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	2	0	0	2
4	0	0	1	0	1
5	0	1	0	0	1
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	0	0	2	0	0	0	0	0	2
4	0	0	0	0	1	0	0	0	1
5	0	0	1	0	0	0	1	0	2
6									0
7									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
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)								

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
Chinese Reading Test								

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

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

1. PS 154 uses a variety of assessment tools to gather information regarding the needs of its students, including ELLs. The primary assessment tools are: DRA2, Fountas & Pinnell, TCRWP, and E-PAL. Once a year, the NYSESLAT exam is administered to assess the progress of the ELL population.

2. The NYSESLAT data shows that many ELLs are making incremental gains and moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers or in the early grades (K-1). After careful review of the NYSESLAT data, the patterns revealed were:

- 65% of students are Advanced or Proficient in Speaking and Listening
- Students make progress after one year in ESL in all modalities
- Students generally score higher in Speaking and Listening than in reading and writing
- Students who are former ELLs are on grade level and in many cases outperforming non-ells
- Long-term Ells are making minimal progress on the NYSESLAT

3. The implications for instructional decisions based on the assessment data are as follows:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement
- Additional support for Newcomers, using technology and language buddies
- Provide additional support to long term ELLs through an afterschool academic intervention program
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Differentiated instruction in the classrooms to work with the varied learning styles and needs of ELLs

4. a. Patterns across proficiencies and grades are as follows. Most students are beginners in the early grades. Students tend to increase one level each year. Long term ELLs tend to remain in an advanced level.

b. The data is shared with the school leadership team and classroom teachers for our ELL students. They are focusing their instruction based on the students scores.

c. The school is learning about the various patterns and progression of our students. While most students tend to score high on listening and speaking they realize it takes much longer to develop reading and especially writing skills. Therefore, instruction and interventions are focusing on these areas.

5. Cuurrently PS 154 does not offer any dual language programs.

6. Our Ell program is evaluated by the results of the NYSESLAT exams.

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.

1. PS 154 uses a variety of assessment tools to gather information regarding the needs of its students, including ELLs. The primary assessment tools are: DRA2, Fountas & Pinnell, TCRWP, and E-PAL. Once a year, the NYSESLAT exam is administered to assess the progress of the ELL population. Based on the results of the data instruction is differentiated to meet the specific areas of literacy and writing that need to be focused on in both the classroom and in esl small group instruction.
2. The NYSESLAT data shows that many ELLs are making incremental gains and moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers or in the early grades (K-1). The results of the LAB-R are used for grouping of students. Most students score similiary on NYSESLAT as compared to the LAB-R
After careful review of the NYSESLAT data, the patterns revealed were:
 - 70% of students are Advanced or Proficient in Speaking and Listening
 - Students generally score higher in Speaking and Listening than in reading and writing
Students usually score the same on the LAB-R as in the first year of the nyseslat
 - Students who are former ELLs are on grade level and in many cases outperforming non-ells
 - advanced students are making minimal progress on the NYSESLAT
3. The patterns of the NYSESLAT exam will help us determine the focus of and differentiation our instruction. The LAP and inquiry team work together to analyze the results of the exams and determine instruction. The implications for instructional decisions based on the assessment data are as follows:
 - Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement
 - Additional support for Newcomers, using technology and language buddies
 - Provide additional support to long term ELLs through an afterschool academic intervention program
 - Small group Academic Intervention classes in ESL to target language modalities according to their needs
 - Differentiated instruction in the classrooms to work with the varied learning styles and needs of ELLs
4. a. Patterns across proficiencies and grades are as follows. Most students are beginners in the early grades. Students tend to increase one level each year. Long term ELLs tend to remain in an advanced level.
 - b. The data is shared with the school leadership team (one teacher in each grade) and classroom teachers for our ELL students. They are focusing their instruction based on the students scores.
 - c. The school is learning about the various patterns and progression of our students. While most students tend to score high on listening and speaking they realize it takes much longer to develop reading and especially writing skills. Therefore, instruction and interventions are focusing on these areas.
5. Cuurently PS 154 does not offer any dual language programs.
6. Our Ell program is evaluated by the results of the NYSESLAT exams.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sameul Ortiz	Principal		1/1/01
Eric Havlik	Assistant Principal		1/1/01

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diana Plunkett	Parent Coordinator		1/1/01
Elana Rabinowitz	ESL Teacher		1/1/01
	Parent		1/1/01
Irene Vasquez/SETTS	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kristin O'Rourke	Guidance Counselor		1/1/01
Neal Opromalla	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: 15k154 **School Name:** PS 154, Brooklyn

Cluster: 4 **Network:** 409

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.

Home language survey is used at initial school registration to compile list of all families whose home language is other than English and whether families have specific communication needs. Information is recorded in ATS and disseminated to the appropriate staff, including teachers and parent coordinator. For all ESL students, we reviewed the Blue Cards to identify the language preference of the parents..

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.

3% - 12 families (effecting 14 children, as there are 2 sets of siblings) indicate Spanish.

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.

Letters home are translated to Spanish by teacher, Irene Vasquez (In house) on an as needed basis. Signage throughout the school is posted in English and Spanish. In addition to written letters home, much of the information provided for parents is done via our school website, which can be translated into any of 64 languages.

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 translation in Spanish is done by our family worker, IEP teacher, and paraprofessionals on as needed basis, all of whom are in house.

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>.

Parental notification of non English speaking parents is done through school personnel as mentioned above. The Principal's communications regarding rules, regulations as well as school information is done via translated memorandum. Our family workers who are on the school premises are available during the day for the Spanish speaking families. We also access the translation unit's services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Magnet Schl for Science & Tech	DBN: 15K154
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: <u>1</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: 15K154 has designed an afterschool ELL program after reviewing data from the NYSESLAT and ELA state test of our English Language Learners.

The afterschool program will target the ELL population from grades 2-5. It will run from Dec 3rd through May 3rd, four times a week. The program will be taught by the ESL licensed teacher as well as a bilingual pedagogue who will help with instruction in their native language. The language of instruction will be English and Mandarin. The program will focus on improving comprehension skills and gaining more content area vocabulary skills. The program will help students improve their English language skills through content driven lessons and standard based learning resources. All four areas of language acquisition (listening, speaking, reading and writing) will be incorporated in all lessons. NYSESLAT preparation books and strategies to prepare students for the exam in the Spring will be used.

Kindergarten & first grade students will work with a guided reading program within a small group pull out program throughout the school day. The four language areas (speaking, listening, reading & writing) will be reinforced and incorporated in all lessons.

15K154 will purchase with Title III funds supplementary guided reading books which will focus on strengthening the ELL student's listening, speaking, reading and writing skills. In addition funds will be used to provide materials for the afterschool program that will consist of snacks, and materials that will assist in instruction.

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 will be offered to all staff which will include ESL strategies and methodologies. A team of the Title III and 4-5 staff members including the ESL teacher will meet two hours a month to receive professional development within the area of ELL. Experts within the area of ELL, including Central and Network staff will provide training and set up by ESL teacher. Team will turn key the information from the PD at grade level and staff meetings. All staff within the building should be exposed to the information covered.

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: Through the school year, 15K154 offers many activities for parents that describe the academic expectations that their child will have during the school year.

In October there was a scheduled Curriculum meeting for all parents. Grade level curriculum and standards were described to the parents. The Common Core Curriculum was described. Translators were available to give support to all bilingual parents who need some support communicating in English.

Monthly Parent Association will be scheduled to give parents an update on all the upcoming events and activities scheduled in the school and community. Translators in several languages are available upon request.

Once a month, 15K154 schedule a "Family Friday". The ELL parents are invited into the classroom to participate in class activities. They are given the opportunity to see what the student is learning and what the expectations are. They are invited to actively participate in the lesson. Throughout the school year, focus will be placed on different academic areas. Translators are available to support parents as necessary.

Throughout the school year, all written notices are available in several different languages.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>8,000</u>	Per session for two teachers to instruct ESL students in an afterschool program that provides additional assistance with classroom work and homework help
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	<u>3,200</u>	Guided reading materials for K-2, notebooks and supplies for afterschool instruction and furniture
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		