



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE HILLSIDE AVENUE SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 28Q054

**PRINCIPAL:** ANITA PRASHAD      **EMAIL:** APRASHA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DR. FFOLKES-BRYANT

## 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
Anita Prashad	*Principal or Designee	
Beth Useloff	*UFT Chapter Leader or Designee	
Sherry Bhagwandin	*PA/PTA President or Designated Co-President	
Rianti Budhu	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Betsy dePaz	Member/parent	
Nita Debah	Member/parent	
Valinee Poonai	Member/parent	
Monique Jefferies	Member/DC37	
	Member/	
	Member/	
	Member/	

\*\* 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 the end of June 2013, 50% of all students will be able to:
  - A) Demonstrate growth in effectively forming and supporting opinions based on the reading of increasingly complex texts and responding (oral and written form) to inform and argue with evidence; to support claims and refute alternate perspectives in a logical and analytical manner of writing as evidenced by their growth on the CCLS Fall and Spring performance task, score on the New York State English Language Arts test and as evidenced by the growth percentile on the New York City Progress Report
  - B) Demonstrate growth in effectively solving problems by using mathematical modeling; and creating viable arguments to support their decisions and to critique the reasoning of others as measured by CCLS rubrics designed to assess students' growth and identify areas for improvement and summative assessments in the form of Performance-Based tasks; Grade end of Unit assessments, the Acuity Assessments and scores on the New York State Mathematics test.

### **Comprehensive needs assessment**

- In response to the new expectations outlined in the CCSS and the Citywide Instructional Expectations for 2012-2013, we realize the need to prepare our students to effectively complete rigorous performance based tasks in both Math and Literacy.

### **Instructional strategies/activities**

- Teacher teams will work collaboratively on/across grades to increase students' academic proficiency in literacy and mathematics by engaging students in rigorous performance-based tasks aligned with CCSS and embedded within the instructional units across disciplines as stated in the Citywide Instructional Expectations for 2012-2013. In literacy, students will complete two (2) tasks that ask them to read and analyze informational texts and write opinions and arguments in response. In Math, students will engage in two (2) cognitively demanding mathematics tasks. These tasks will require them to model with math and/or clearly construct and explore reasoning behind arguments to defend logical solution paths.
- Teachers will analyze a variety of tasks (literacy & math) in order to develop or select appropriate tasks that meet the goal
- Teachers will utilize all available student data (ARIS, Acuity, NYStart, Fountas & Pinnell Benchmark Assessments) to inform their planning and to better enable them to formulate tasks that meet their students' individual needs. Acuity Assessments are given twice a school year, one in the Fall and one in the Spring. Fountas & Pinnell benchmarks occur three times a year (Sept-Oct, Jan-Feb, Apr-May).
- Teachers will utilize the Common Core Library as a primary resource.
- Math and Literacy Teams, Inquiry Teacher Cohorts, Network Specialist and Administration will support professional development to assist in formulating lessons that include the designing/selection of rigorous tasks
- Teachers will utilize all available instructional resources (Units of Study for Reading, School-Wide Units of Writing, Core Knowledge, Social Studies and Science Units) to find tasks that are embedded within the content.
- ESL teachers and ELL Network Specialist will provide professional development to teachers to improve scaffolding in lesson preparation and to provide multiple entry points to meet the needs of ELL students and struggling learners.
- Teacher teams will meet bi-monthly to analyze data gathered from reviewing current student work to determine the quality of student work as measured by agreed upon rubrics and to determine next steps for improving student outcomes.
- The IEP liaison, SETSS teacher and Special Education Network Specialist will provide assistance to teachers in developing and using strategies to help students improve their performance on selected tasks.
- Teachers will utilize common planning time to meet within grade teams/Inquiry cohorts to collaborate on refining instructional practice to support this goal.
- Teachers will use Universal Design for Learning (UDL) and Depth of Knowledge (DOK) strategies to meet Annual Goal #1

### **Strategies to increase parental involvement**

- Workshops are being provided to parent/guardian on the Common Core State Standards (October), ELA and Math State Assessments (December, March, April), navigation of ARIS and Acuity (September), as well as workshops geared to parents of ELLs (December, February, March).

- A monthly calendar is sent home which includes each grades' reading and writing units of study for the month. All workshops, activities and trips held that month are listed as well.
- A monthly, sometimes, bi-monthly parent newsletter is sent home through Firm, Fair & Consistent *Guiding Students for School Success* and Home & School Connection

**Budget and resources alignment**

- Indicate your school's Title I status: x  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.  
  x   Tax Levy     x   Title I     x   Title IIA              Title III     x   Grants     x   Other

If other is selected describe here: ARRA, Contract for Excellence

**Service and program coordination**

- Creative Arts team for literacy and violence prevention (4<sup>th</sup> & 5<sup>th</sup> grade target population), LEAP Improving Literacy Outcomes (grades 3-5 target population), LEAP Supporting Violence Prevention (grade 4 target population), YMCA (afterschool tutorial and opportunity for creative expression (grades 1-5 target Population))
- Tax Levy Fair Student funding for a math cluster
- Tax Levy Fair Student funding for a third ELL teacher
- Tax Levy Fair Student funding for an afterschool AIS program
- Title III funding for a Saturday ELL program
- Parent Coordinator
- Network Support Team

## **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, 100% of classroom teachers will engage in studies around The Santa Cruz Professional Learning Standards as well as NYCDOE adopted Danielson competencies: Designing Coherent Instruction; (1e) Establishing A Culture for Learning (2b); using Questioning and Discussion Techniques (3b); and Using Assessment in Instruction (3d) taken from the Danielson's Framework for Teaching and demonstrate growth in the planning and implementation of lessons as measured by a research-based rubric; improved quality of units and lessons and the overall improvement in student performance.

### **Comprehensive needs assessment**

- In order to improve teacher effectiveness, 100% of our teachers will become versed in the Professional Learning Standards as well as the identified competencies that have been adopted by the NYCDOE. The Danielson framework will provide the rubrics necessary to help teachers continue to assess the effectiveness of their craft. Researched-based literature on individual competencies will be studied by teachers and members of the administration.

### **Instructional strategies/activities**

- Planning time, at least once a week, will be provided during the instructional day for teachers to meet and plan as a grade to read research based materials, to look at exemplars, and design instructional units and related tasks that engage students in higher-level cognitive activities. Network Specialists and the Administration will facilitate this process.
- Teachers will engage in Instructional Rounds as an extension of the current inquiry work to improve pedagogy and students' performance outcomes.
- To improve teacher effectiveness by developing professional learning communities in which teachers are engaged in studying how to craft and implement learning experiences that result in improving student outcomes
- Teacher teams will conduct walkthroughs, two to four times a year, (in addition to those by Administration) to identify any problems of practice that exist and in a collaborative and collegial manner, work to identify pathways and strategies to improve these.
- A calendar of classroom visits (formal/informal observation) will be developed and frequently reviewed to ensure that teachers are regularly visited with a focus on the selected competencies and that feedback is timely, communicated with clarity, is specific and evidence based and provides time frame for follow up.
- The PD committee (Administration, lead teachers) will develop and implement PD plans that target individual or groups of teachers based on the data and trends noted from classroom visits.
- Teachers with the help of Network Instructional support will develop a self-assessment tool to reflect on their status at different intervals of the PD series they are participating in and indicate, according to the rubric, where they stand and what additional help they need to reach their target.
- Pre-assessment: Teachers with the help of the Administration and the Network will develop and take a pre-assessment based on the competencies identified above.
- Post-assessment: Teachers with the help of the Administration and Network will develop and take a post-assessment based on the two competencies identified above. Each teacher will rate him/herself using the rubric used throughout the year and create goals for the new school year.
- The administration will engage teachers in conversations around their current status as measured by the rubric and discuss future learning goals for the teacher. All teachers will compose a 2 page reflection about the process; the benefits derived and include recommendations.

### **Strategies to increase parental involvement**

- Workshops are being conducted to inform parents of the Common Core Standards and the increased academic rigor. Parents are encouraged to check out the DOE website for additional information. Workshops include How to Navigate ARIS Parent Link (September), All About Foundations (October), Introduction to the Common Core Standards (October), ELA & Math Test Preparations – handouts, articles, games, websites, sample test questions (November, December, March, April)

**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: ARRA, Contract for Excellence

**Service and program coordination**

- Creative Arts team for literacy and violence prevention (4<sup>th</sup> & 5<sup>th</sup> grade target population), LEAP Improving Literacy Outcomes (grades 3-5 target population), LEAP Supporting Violence Prevention (Grade 4 target population), YMCA (afterschool tutorial and opportunity for creative expression (grades 1-5 target population))
- Network Support Team

### **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 2013, at least 15% of our students with disabilities in grades 3, 4 and 5 will demonstrate increased proficiency as measured by NYS ELA, through regular engagement in tasks that focus on comprehension of informational text and literary responses; as well as evidenced by their improved performance on summative/formative assessments; the collection of literacy tasks and student work samples that demonstrate increased proficiency with written responses and creating viable arguments.
- Special education students' will increase their academic proficiency in reading comprehension through use of informational text and short term goal setting in alignment with the Common Core Standards as measured by the Fountas & Pinnell running records, the Acuity Assessments, the Fall and Spring CCLS performance tasks, Rtl and the New York State English Language Arts test

#### **Comprehensive needs assessment**

- Our students with disabilities did not meet the AYP in ELA

#### **Instructional strategies/activities**

- Teachers will utilize the Common Core Library for standard based exemplar tasks that support students with disabilities. At least two (2) tasks in Literacy will be done as per the Citywide Instructional Expectations for 2012-2013
- Special Needs Network Specialist and the Administration will support the teachers with professional development in analyzing students' data for the purpose of setting short term goals that meet the student's academic needs. Special Education support is provided on a regular basis to teachers of Students with Disabilities. Our special education teachers have two common planning periods a week.
- Special Needs Network Specialist and Administration will support the teachers with professional development in the creation of standard based tasks that support students' short term goals.
- Teachers will be supported by Administration in the formation and execution of lessons prepared using the Units of Study for Reading, School-Wide units for Writing, Core Knowledge resources.
- Focus on strengthening the use of academic language for all students.
- Improving the quality of aligning questions and discussion techniques with Depth of Knowledge Framework.
- Using the discussion format as a technique to extend knowledge for students on a particular topic/concept.
- The IEP liaison, SETSS and Crisis Intervention teachers will pull out students identified and targeted for RTI support using Wilson and Great Leaps. Teacher Teams/Inquiry Cohorts with the support of the Administration and the Network Support Specialist will meet regularly to ensure the alignment of literacy and math tasks with CCSS and the Danielson's Designing Coherent Instruction.

#### **Strategies to increase parental involvement**

- Workshops are being conducted to inform parents of the NYS ELA and Math Assessments, the increased academic rigor and the Common Core Standards.

**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: ARRA, IDEA

**Service and program coordination**

- Creative Arts team for literacy and violence prevention (4<sup>th</sup> & 5<sup>th</sup> grade target population), LEAP Improving Literacy Outcomes (grades 3-5 target population), LEAP Supporting Violence Prevention (grade 4 target population), YMCA (afterschool tutorial and opportunity for creative expression (grades 1-5 target population))
- Network Support Team
- Parent Coordinator
- Tax Levy Fair Student funding for an afterschool AIS program
- SESIS coordinator (state)

### **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**

- To improve students' ability to problem solve and develop critical thinking skills in mathematics by improving the quality and variety of rigorous tasks the students are regularly engaged in.
- By June 2013, at least 20% of students in grades 3, 4 & 5, including ELLs and Students with Disabilities, will demonstrate growth within proficiency level as measured by NYS Math Assessment; as well as evidenced by improved performance tasks in math portfolios and student work samples that reflect mathematical modeling and creating viable arguments. Students in K-5 will regularly engage in tasks that focus on concepts, skills and problem solving.

#### **Comprehensive needs assessment**

- Our ELL students did not meet AYP in ELA, however, met AYP using safe harbor in Math. Our Students with Disabilities did not meet AYP in Math

#### **Instructional strategies/activities**

- Literacy and Math teams, ESL teachers, Networks ELL Specialist and Administration will provide teachers with professional development to assist with incorporating ELL strategies into literacy and math lesson planning and execution.
- Administration will provide professional development in utilizing literacy and math exemplar task samples for ELL students provided in the Common Core Library.
- Grade Leader/Inquiry Teacher Teams will utilize current student work to note implications and develop tasks in alignment with the CCSS.
- The Grade Leader Team as well as teacher grade teams will meet regularly to develop tasks that are as cognitively demanding as those provided by Common Core Library exemplars.
- Focus on strengthening the use of academic language for all students.
- Improving the quality of questions by aligning questioning and discussion techniques with Depth of Knowledge Framework.
- Using the discussion format as a technique to extend knowledge for students on a particular topic/concept.
- Inquiry Team will utilize student data to create literacy and math tasks that are in alignment with Danielson's Designing Coherent Instruction competency.
- Teacher Teams, supported by Network Specialists will begin more focused implementation of Universal Design for Learning strategies to improve delivery of instruction and provide additional entry points for ELLs, SWDs and struggling learners.
- Students will be flagged for additional support in pull-out/push-in RTI literacy and math groups (6-8 week cycles) by the teachers engaging in AIS/Extended Day small group instruction
- Common planning is built into the schedules to allow for grade level/ across grade level/ clusters & related service providers to meet at least once a week.

#### **Strategies to increase parental involvement**

- Workshops for parents of ELLs have been scheduled. Workshops are conducted by the ESL teachers on the NYS ELA and Math Assessments, Common Core Standards, Translation and Interpretation Services, NYSESLAT, services outside the school (December, February, March). Parents are provided with handouts, articles, external resources, websites, sample tests, computer/e-mail use to assist them. All workshops are conducted in English and Spanish with additional translations available in Hindi, Bengali, and Urdu when necessary.

**Budget and resources alignment**

- Indicate your school's Title I status: x  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      x   Title I    \_\_\_\_\_ Title IIA      x   Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Creative Arts team for literacy and violence prevention (4<sup>th</sup> & 5<sup>th</sup> grade target population), LEAP Improving Literacy Outcomes (grades 3-5 target population), LEAP Supporting Violence Prevention (grade 4 target population), YMCA (afterschool tutorial and opportunity for creative expression (grades 1-5 target population))

- Network Support Team
- Parent Coordinator
- Tax Levy Fair Student funding for an afterschool AIS program
- Title III funding for a Saturday ELL program
- Tax Levy Fair Student funding for a math cluster
- Tax Levy Fair Student funding for a third ELL teacher

**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	Double Dose Foundations, Fountas & Pinnell, Wilson, Great Leaps, Voyager – Ticket to Read, Measure Up- ELA, Keep on Reading – Comprehension Across Curriculum, Curriculum Mastery Games – ELA	Push-in/Pull-out: small group Tutoring One-to-one	<ul style="list-style-type: none"> <li>• Tier1 RTI is delivered by teachers in the classroom, flexible grouping</li> <li>• During the day, 3x/wk, 20-30 minute blocks</li> <li>• Extended day, 3x/wk, 35-40 minute blocks</li> <li>• After school, 2x/wk, approx. 2 hrs</li> </ul>
Mathematics	VMath Measure Up - Mathematics	Small group	<ul style="list-style-type: none"> <li>• During the day</li> <li>• After-School, 2x/wk, approx. 2hrs</li> <li>• Extended day, 3x/wk, 35-40 minute blocks</li> </ul>
Science	Non-fiction literature/resources Hands-on exploration Learning centers	small group instruction	during extended day, pull-out/push-in sessions during the instructional day
Social Studies	Non-fiction literature/resources Primary source materials infused in classroom instruction Learning centers	small group instruction	during extended day, pull-out/push-in sessions during the instructional day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<ul style="list-style-type: none"> <li>• Guidance counselor provides counseling to all mandated students, in addition to all students for crisis intervention, referrals for assessment, academics, teaching life and social skills,</li> </ul>	

		<p>educating and assisting parents, improving self image, accepting consequences, problem solving, self control, peer pressure, etc</p> <ul style="list-style-type: none"> <li>• School Psychologist &amp; Social Worker are intermittent, as needed; no more than 2-3 sessions with a child, 1:1 intervention w/ child and follow-up consultation w/ teacher and/or parents</li> </ul>	
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### 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.

All staff are qualified, certified and fully licensed as evident in the BEDS survey.

- Pedagogues appointed to PS 54Q are supported with comprehensive Professional Development offerings based on administrative assessment and individual self reflections.

- Professional Development is offered through CFN209; teachers are sent out to attend workshops across content areas
- Common planning time is built into the schedule to allow for sharing of information/best practices attained at the meetings/ professional development
- School Intervisitations are set up to share best practices
- BER workshops

- Teacher nomination process for Per Diem subs

- Individuals who demonstrate strong competencies are called regularly and availed to Professional Development offerings to further strengthen their pedagogy.

**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.

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**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:

P. S. 54 receives Title 1 funds to implement supplemental instructional programs. The programs we develop are based on the philosophy that effective school communities include programs that build the capacity of parents (empowerment) to support their child's education and the school. We have established, through SLT, procedures for involving parents in program activities. We provide workshops to help parents work with their children:

- New Parent Workshops
- Foundations Parent Workshop
- Common Core Standards
- ELA, Math and Science Workshops
- ELL Workshops
- Community Resources Workshop
- Parent Access to Healthcare
- Creative Arts Parent Workshop on Communication and Media; on Diversity and Inclusion
- Anti-Bullying Workshop
- How to Navigate ARIS parent link
- Outside agencies such as Cornell University conduct workshops on Nutrition and Parenting.

P.S. 54 will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- a. That parents play an integral role in assisting their child's learning;
- b. That parents are encouraged to be actively involved in their child's education at school;
- c. That parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA

- d. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

A parent coordinator will implement and facilitate all parent involvement activities.

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;**

P. S. 54 will provide a wide range of opportunities to inform parents about the program design, operation and evaluation. Parents and educators will work together to achieve the programs' objective. The Department of Education requires all Title 1 schools to establish a Parent Advisory Council through an election process. P. S. 54 holds this election annually in September; the Title 1 representative is also elected annually. The parents must elect the members to PAC at a PTA meeting. A majority of parent members on the council must have children who are served in a Title 1 program. A teacher may be a member of the council. The council functions in an advisory capacity, in the planning, implementing and evaluating of Title1 programs.

- The Parent Coordinator will schedule these meetings.
- The PAC or a representative will attend District Advisory Council/District Council of Presidents meeting to:
  - obtain information of their rights/responsibilities under Title 1 guidelines.
  - written description of program activities for review, discussion and recommendation
  - receive information & provide input regarding program goals, objectives and procedures for selecting and assessing school and students, develop of educational strategies, implementation and evaluation
  - Review monthly updates of program activities
  - Discuss recommendations for change

#### Annual Meetings:

A critical component of all parent activities, especially Curriculum Night, PTA Conferences, registration and workshops, is the language component; P. S. 54 provides translation services (written and oral) in the languages of our parent population, including some which are not provided by the Dept. of Education translation service providers (Punjabi, Pashto, Hindi). Open House Curriculum Night is in late September/early October. At this time, the Title 1 Parent Involvement Policy and School/Title 1 Plan will be distributed. Staff present an overview of their programs. During the year, the funded personnel; will conduct workshops related to topics requested by parents. Community resources will be brought in to support parents' needs. The school will provide ongoing communication (monthly calendar, newsletter, parent bulletin board at entrance) informing everyone of upcoming school worthy events. (PTA, SLT meetings, Open School etc), information, and helpful tips. The Principal will hold quarterly meetings with the PTA Executive Board. The Principal's open door policy has been expanded to include Breakfast Meetings held periodically with parents of different grades. These meetings inform, educate and foster good communication and relations. Parents will continue to be consulted at PTA meetings and given the opportunity to make recommendations through the PAC.

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

- 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;

### Parent Involvement Activities

Title 1 funds will be set aside to pay for parent involvement activities. These activities will be based on parent surveys which identify and prioritize parents' needs and wants. These have been used to purchase Student Folders (K-2) and Planners (3-5) and may include workshops, trips aligned with student curriculum (libraries/reading, social studies/museums), attendance at conferences, and the maintenance of the Multicultural, multilingual Parent Lending Library, established through Title 1 funds. The Parent Lending Library will be continued to be developed and maintained by the Parent Coordinator.

**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**

P.S. 54Q will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Follow New York City and State curricula and standards as outlined in the Common Core.
- Participate in appropriate new initiatives.
- Meet the needs of all children by differentiating instruction using UDL and DOK
- Be knowledgeable about new trends, materials and curriculum and adapt those that will help raise student achievement.

achievement.

- Use Balanced Literacy and Everyday Mathematics.
- Provide ongoing assessment.
- Provide additional help for strugglers through tutorials, pull-out AIS/RtI (6-8 weeks cycles), after school AIS program (25 sessions) and a Saturday ELL Academy (10 sessions)
- Provide ongoing professional development for teachers to support best practices in teaching and learning.

Sending teachers to routine CFN209 meetings in math, ELA, Special Education, ESL, & data.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences held in November and March and at other times during the year as needed. In addition, parents of students who are "promotion in doubt" will be notified in November and January and will meet with their child's teacher during those months.

3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:

- Parent Orientation in October
- Report cards in November, March and June

- Academic at-risk notification in October
- "Promotion in doubt" notices and conferences in November and January
- Parent-teacher conferences as needed, in addition to the November and March parent teacher conferences
- Progress Reports
- Communicate goals to parents
- Grades 3-5 inform parents of students' Acuity Benchmark scores and areas in need of improvement

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- During parent-teacher conferences in November and March
- Before school or during teacher preps by appointment

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Observations of classroom activities during Open School Week and by special arrangement
- Volunteer program. Parents are invited to volunteer in the lunchroom or for tutoring (Learning Leaders Program)
- Assembly programs
- Field trips and other special activities
- Plant and book sale

6. Involve parents in the planning, review, and improvement of the school's parent involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 f the Title 1.

## **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:**

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need it.
- Complete all assignments
- Read and write for at least 30 minutes every day outside of school time.
- Give to my parents or guardian all notices and information from my school on the day they are given and remember to return them to school on time.
- Come to school every day and on time
- Bring a note to my teacher after any absence
- Respect my teachers and classmates
- Pay attention in class and try my best
- Study at home and do what I can to learn what I need to do
- Try my best and be a responsible member of the class and school
- Bring necessary supplies and materials and be prepared for learning each day

**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 <b>CFN 209 - Marlene Wilkes</b>	District <b>28</b>	Borough <b>Queens</b>	School Number <b>054</b>
School Name <b>The Hillside Avenue School</b>			

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

Principal <b>Anita Prashad</b>	Assistant Principal <b>Lorraine Engel</b>
Coach <b>Shirley Rios</b>	Coach <b>type here</b>
ESL Teacher <b>Vivian Kaiser</b>	Guidance Counselor <b>Andrea Giglio</b>
Teacher/Subject Area <b>Beth Mitchell/SETSS</b>	Parent <b>Christine McGinty</b>
Teacher/Subject Area <b>Seemin Ghazala/Special Ed</b>	Parent Coordinator <b>Vikash Narine</b>
Related Service Provider <b>Daisy Concepcion</b>	Other <b>Charles Fabella/IEP teacher</b>
Network Leader <b>Marlene Wilkes</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>555</b>	Total Number of ELLs	<b>115</b>	ELLs as share of total student population (%)	<b>20.72%</b>
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## Part II: ELL Identification Process

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

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

The development of the Language Allocation Policy (LAP) at P.S. 54 is the result of a multidisciplinary collaborative effort among the school's principal, the assistant principal, ESL and classroom teachers, service providers and the guidance counselor. All the staff involved in the educational process at P.S. 54 are cognizant of the rationale and protocol for the placement of ELLs. At registration, the Home Language Identification Survey (HLIS) form is given to parents/guardians by the ESL teacher in order to determine the dominant language spoken in the student's home. The ESL teacher provides assistance to the parent in completing the HLIS. At that time an informal interview is conducted in English and in the parent/child's native language. When the ESL teacher cannot be present, other pedagogues who are proficient in the parents' native language are available to conduct the interview (literacy coach, guidance counselor, special education teacher, and IEP teacher). Language support during the interview is available in Spanish, Urdu, Punjabi, Italian, Hebrew and Tagalog). Based on the information provided by parents on the Home Language Identification Survey and the oral interview, the ESL teacher is able to determine whether the student is eligible to be tested using the LAB-R in order to assess the student's proficiency level. That in turn determines the mandated number of units the learner will be serviced by the ESL teacher. The LAB-R is administered to eligible students within ten (10) school days of their official enrollment. Students whose first language is Spanish and who scored below the passing cut-score on LAB-R are then assessed with the Spanish LAB. Placement in a language program is determined by scores obtained on the LAB-R and parental choice as indicated on the Parent Survey and Program Selection form. Parents are notified of the LAB-R results by translated entitlement letters in their native language. Copies of the letters are kept on file.

The next phase of the process involves scheduling orientation meetings for parents of students who are identified as English Language Learners. The orientation meetings are conducted by the ESL teacher within ten (10) days of the students enrollment in our school. The purpose of these orientations is to inform parents of the program options available to their children. Translators are available when needed at the orientation. After viewing the orientation video provided by the NYCDOE in their native language, parents have the opportunity to participate in a question and answer session. Parent Surveys and Program Selection forms in the parents' native tongue are discussed, filled out, a program selection is made and forms are collected at the end of the orientation meeting. These forms are securely stored in the ESL room. A copy of the HLIS is kept in the main office, and the original is placed in the student's cum folder. When parents are not able to attend the orientation meeting on a particular day, follow up calls are made to arrange another meeting. Every attempt is made to ensure that parents are able to view the video and choose a program for their child. This orientation process is repeated throughout the school year as new ELLs are enrolled.

Students who have been identified as English Language Learners are tested in the spring with the NYSESLAT. Based on scores obtained on the NYSESLAT, continued entitlement letters are distributed to parents in their native language. Non-entitlement letters are sent to the parents of students who achieve proficiency in the English Language. Copies of the letters are stored in the ESL room in order to maintain accurate records.

The language program currently offered at P.S. 54 is Freestanding ESL following a push-in/pull-out model. Program Selection forms are periodically reviewed by the LAP team to identify trends in parental choice. Programmatic changes will be put in place to reflect parental preference if a sufficient number of students who speak the same language is noted. The program model offered at P.S. 54 is aligned with parent requests. The program selection trends for the last four years indicate that parental preference is for

Freestanding ESL as demonstrated by the following data: for the 2008-2009 school year parents selected Freestanding ESL fifteen (15) to three (3) over TBE or Dual. In 2009-2010 the preference was eleven (11) to five (5). In 2010-2011 fifteen (15) parents chose Freestanding ESL to eight (8) TBE, and for the 2011-2012 school year, at this time, sixteen (16) parents opted for Freestanding ESL, three (3) chose TBE, and two (2) chose a Dual language program.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	115	Newcomers (ELLs receiving service 0-3 years)	82	Special Education	11
SIFE	2	ELLs receiving service 4-6 years	19	Long-Term (completed 6 years)	1

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	91	2	7	23	0	4	1	0	0	115
Total	91	2	7	23	0	4	1	0	0	115

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
<b>TOTAL</b>	<b>0</b>													

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

**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
<b>TOTAL</b>	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	20	18	10	13	18	13								92
Chinese														0
Russian														0
Bengali			2											2
Urdu	1		4	1	1	1								8
Arabic				1	1									2
Haitian														0
French														0
Korean														0
Punjabi	1	2		1	4	1								9
Polish														0
Albanian														0
Other		2												2
<b>TOTAL</b>	22	22	16	16	24	15	0	0	0	0	0	0	0	115

## 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?

The language program offered at PS 54Q is Free standing ESL that follows a push-in/pull-out model. Students are grouped heterogenously in their respective grades. Our advanced students in grades 1-5 are serviced in a push-in model. They receive 4 periods of ESL per week for a total of 180 minutes. Students at the beginning and intermediate levels in K-5, are serviced in pull-out sessions for 8 periods per week for a total of 360 minutes as dictated by the LAB-R/NYSESLAT scores. The ESL teacher pushes in during literacy/writing blocks to deliver language instruction in a co-teaching model. ESL teachers, classroom teachers and service providers have common preparation time to plan, organize, and coordinate instruction, as well as work on long and short term goals for the students. In addition, this time is utilized to collect and analyze data derived from various assesments (ELA, periodic assessments, NYSESLAT, performance series, Fountas & Pinnell), which are then used to drive and differentiate instruction. Technology is integrated into daily instruction in the classroom to facilitate the research and writing of reports in the content areas. Through the use of technology ELLs have been noted to make gains in their acquisition of academic language, and demonstrate greater ability to work independently. All staff members at P.S. 54 have high expectations for their students, fully realizing that ELLs have to meet the dual challenge of acquiring a new language as well as learning content-based, academic language. In order to facilitate content learning and ensure academic rigor, P.S. 54 implements best teaching practices and learning strategies that are aligned with current ESL/ ELA Common Core standards, and core curriculum in literacy and content areas. Each ESL lesson is designed with both content and language objectives in mind. Differentiated instruction and ESL methodology are essential in order to meet the educational needs within each ELL subgroup. Instruction of ELLs is consistent with the Balanced Literacy program that is implemented throughout the school, following the workshop model. Students work in flexible groups. Within these groups new learners receive comprehensible input from teachers and peers, and have more opportunity for oral practice and repetition of content information as peers help ELLS negotiate meaning. Instruction of English language functions and grammar structures takes place within the context of a lesson, and not in isolation or through drills. Scaffolding helps to support students' understanding of academic content. ESL teachers use and encourage classroom teachers to utilize a wide variety of print and visual resources to support the development of academic language. Language in the classroom is modeled so that ELLs receive comprehensible input in a manner consistent with their ability to participate, but which does not reduce the quality of the language input from the teacher. Instruction for newcomers who are new arrivals, as well as students who have been in the U.S. longer, but less than three years, encompasses a variety of approaches which incorporate visuals and gestural cues, realia, repetition, paraphrasing and TPR (Total Physical Response). The use of big books and picture books for beginners are effective tools for making vocabulary comprehensible and encouraging oral language. Graphic organizers are used to help enhance students comprehension of content, increase higher thinking skills, and facilitate the writing process. In addition, newcomers are often paired with other students who share the same language background to help the new arrivals adjust to their new school environment. Teachers model the appropriate language and are cognizant that sometimes there might be a "silent period".

## A. Programming and Scheduling Information

It is our goal at P. S. 54 to make our ELLS full participants in the daily instructional programs and to engage them in accountable talk with specific focus on the transitional ELLs and their need to develop academic language. One way to achieve this goal is through the use of literature that reflects the students' culture background. This in turn enables the learners to activate their prior knowledge as a way of connecting to the lesson. As comfort level and proficiency in English develop, content area instruction becomes an integral part of the lesson. Content is taught by both classroom and ESL teachers. The ESL teacher frontloads the lesson, previews vocabulary and facilitates the comprehension of difficult linguistic structures/passages in the text. Articulation between ESL and classroom teachers occurs on a weekly basis to coordinate content area instruction and to plan how best to scaffold lessons before the content is introduced to the students. Scaffolding is provided when needed to promote deeper understanding and retention of the lesson. Classroom teachers are able to utilize ESL strategies in order to make content more comprehensible to their ELLs. Through the use of visual cues, speaking in a clear voice at a normal rate of speech, using repetitions, paraphrasing key points, and defining essential vocabulary within a context, teaching points are made salient to students. Working with peers in small, flexible groups during daily instruction is an effective strategy to ensure that ELLs are actively engaged in the learning process. When content, goals and strategies are coordinated; the opportunity for academic language to develop is greatly increased.

ESL teachers help their students prepare for assessment and standardized tests, teaching, for example, not only content but the academic language embedded in the questions. Results of these assessments are shared by classroom and ESL teachers in order to tailor instruction to the needs of the students in a consistent manner.

Our SIFE students currently enrolled in fourth and fifth grade have gained some proficiency in the English language but still present with profound delays in literacy skills, including inability to read and write in their home language. Basic instruction in letter recognition, phonemic awareness and phonics is provided during the extended day and pull-out sessions. Throughout the school day translation and modeling are provided by teachers and peers in order to facilitate comprehension. Picture books and big books with repetitive text are utilized taking into consideration the student's age and interest. Content area is presented through the use of visual aides such as photographs, posters, maps and graphs.

Long-Term ELLs have instruction tailored to their needs. When instruction is differentiated to address the specific needs of this particular group, more targeted academic instruction is implemented. Materials are examined and adapted to meet the students' level of achievement. Visuals, text and vocabulary previewing, discussions, clarifications and explanations are examples of materials and methods that are employed. Content area instruction is a priority. ESL and non-ESL teachers use appropriate level fiction and non-fiction books. Dictionary work, math, social studies and science textbooks are adapted for the ELLs. Emphasis is placed on Tier II words that emphasize higher level vocabulary and concept development.

Students with Disabilities in self-contained classes are serviced according to the mandates of their IEPs. Instructional practice incorporates methodology used to service long term ELLs as described above.

Students who have achieved proficiency in the English language continue to be monitored by ESL and classroom teachers. The students' progress is measured by results from ITA/Predictive tests and assessment of overall performance in the classroom. PS 54Q complies with the New York State Board of Regents regulations which permit schools to provide former ELLs with testing accommodations on NYS examinations for up to two years after they achieve proficiency on the NYSESLAT.

Students whose first language is Spanish are evaluated in their native language with the Spanish LAB. In order to gain some understanding of their academic background, translators and translated materials are utilized whenever possible.

In order to facilitate access to academic content, ELLs and SWDs have access to listening centers, interactive SMART boards are used in the classroom, computer assisted instruction is provided whenever possible.

At PS 54Q SWDs are mainstreamed into the Least Restrictive Environment throughout the day. For example, students are mainstreamed during lunch and gym periods. They are included in grade level class trips. Academic mainstreaming is provided into a grade level class when appropriate.

### Courses Taught in Languages Other than English

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

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

**Class/Content Area**

**Language(s) of Instruction**

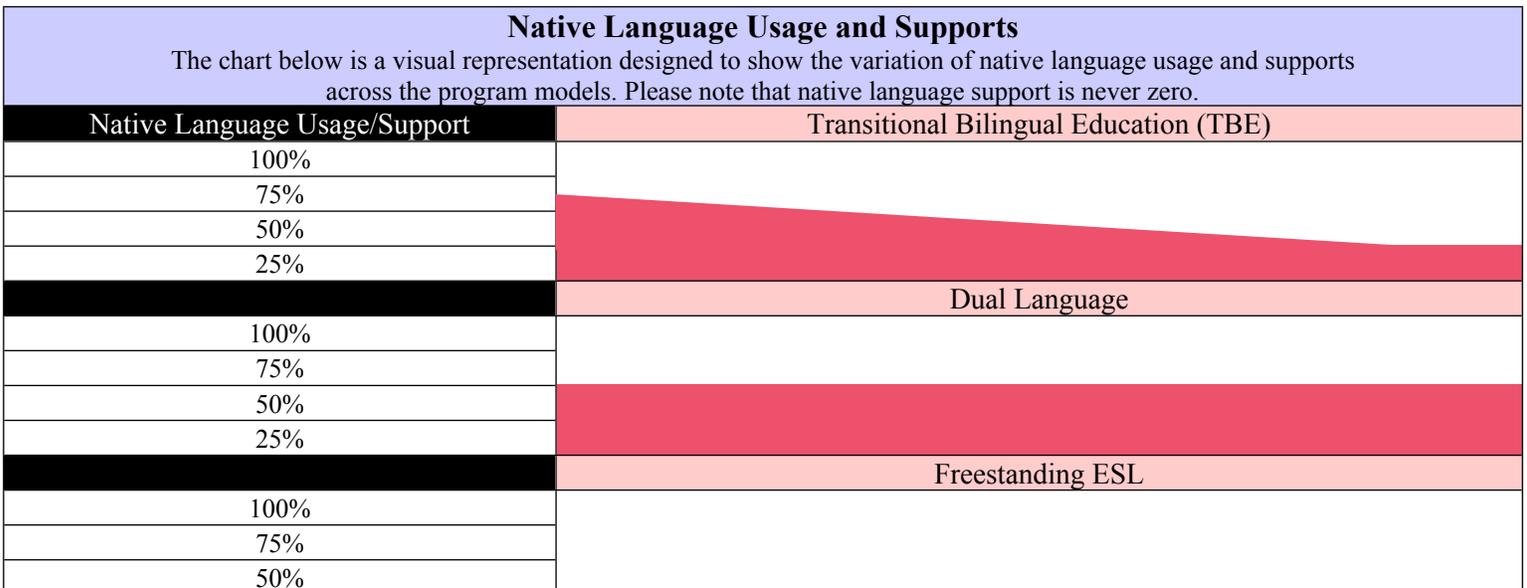
**Class/Content Area**

**Language(s) of Instruction**

Native Language Arts	
Social Studies:	
Math:	
Science:	


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



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?

Our targeted intervention program for ELLs scoring Level 1 & 2 in ELA consists of Wilson, Great Leaps, Foundations, Balanced Literacy utilizing Teachers' College Reading components, and Schoolwide Writing Program. In addition students have the opportunity to further develop their writing skills in our writing lab. We use a push-in, pull-out model with small group instruction, 1:1 tutoring, peer tutoring, during the day and in Saturday ELL Academy. In Math, lessons are taught utilizing manipulatives. Students create their own materials using mathematical units for projects. In addition, we use Great Leaps. In the content areas, AIS support is being provided by the content area cluster during AIS periods for grades 4 and 5.

At PS54Q the staff is cognizant that students have different learning styles. Teachers regularly review available data to inform their practice, to differentiate instruction, maximize learning and design multiple entry points by removing barriers that impede students learning, and support the needs of the ELLs in their class. To support this effort, UDL principles recommended by the DOE are being adopted schoolwide.

ELLs have equal access to all school programs including after school AIS, extended day, and the YMCA. All students, including our ELLs have access to a rigorous curriculum and standards. ELLs have access to technology in the classroom and computer lab. SMART boards are now available in classrooms. Overhead projectors are used, maps, globes, manipulatives, scientific tools, DBQs, direct translation dictionaries, thesaurus and graphic organizers/instructional charts that reflect lesson of the day.

ESL instruction is delivered primarily in English with use of native language to clarify concepts whenever feasible.

PS 54 Q provides a wealth of materials and resources designed to support the age and grade level of our ELLs.

For the upcoming school year P.S. 54Q is looking to extend the push-in model so that all ELLs will benefit from continuous collaboration in the classroom between ESL instructor and classroom teacher. In addition, there will be collaboration between our school and Queens College through RTI. Graduate students from Queens College will work with special need students in ESL and special education in order to target areas of need and maximize student achievement.

Students who have achieved proficiency in the English language continue to be monitored by the staff (ESL and classroom teachers). The students' progress is measured based on results from ITA/Predictive tests and assessment of overall performance in the classroom. P.S. 54Q complies with New York State Board of Regents regulations which permit schools to provide former ELLs with testing accommodations on New York State examinations for up to two years after they achieve proficiency on the NYSESLAT.

P.S. 54Q implements practices and learning strategies that are aligned with mandated ESL/ELA standards and core curriculum. The instruction of ELLs is aligned to the Balanced Literacy program that is implemented throughout the school following the Workshop model. Specific instructional materials used help ELLs meet those standards. Students are grouped according to levels obtained from NYSESLAT. They participate in small group instruction that is task oriented. Technology is used to assist in their acquisition of the English language. Classrooms display students' work at all levels of language learning. Teachers scaffold academic language to assist the ELLs, and offer opportunities for oral practice and numerous repetitions of content information to help ELLs negotiate meaning. All staff members model the proper use of English. All classrooms have leveled libraries that students have access to for both instruction and enjoyment of reading. Content area instruction is aligned to NYS standards in math, science, social studies and technology. Ongoing assessment strategies are used to ascertain the level of students' progress throughout the year. Lessons are designed to meet the standards while allowing for the different levels and needs of the students. Learning portfolios are used and reviewed throughout the year by the students and teachers.

At P.S. 54Q we have a rich multicultural diverse population. As new students are enrolled we make it our priority to make the new entrants feel welcome and become active members of our school community. With this goal in mind special individual and group meetings are held. Parents are invited to visit our school and become familiar with the programs offered. Translated informational literature, beginning level books and survival skill information is made available. An initial meeting is held with parents to give them an overview of

instruction, community resources available, an introduction to the school's Parent Coordinator, and a schedule of parent meetings and workshops that will be held throughout the year.

### **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)?

Paste response to questions 1-5 here

### **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.

Throughout the school year, ESL, classroom and cluster teachers have the opportunity to attend workshops that address a myriad of topics. As teachers attend workshops outside of PS 54, they turnkey pertinent information to all staff. More recently discussed topics include Common Core Standards in relationship to literacy and math tasks, Writing Workshop provided by Schoolwide Inc., Exemplary Practices for ELLs through BETAC, and Differentiating Instruction. Our Network Support Specialists have also provided instructional workshops in ESL, Special Education, Foundations, and Special Education and English Language Learners Compliance Workshop. This year our faculty conferences which are held on the first Monday of the month, are being utilized as a forum for providing additional professional development to all staff. For the month of September PD topics were differentiation, school goals for 2011-2012, strategies to support ELL and building academic vocabulary. Our focus in October was use of student data to set goals and drive instruction and how Depth of Knowledge can be used to address the needs of ELLs. Our focus for November will be how to raise academic rigor, how to improve questioning and discussion within all academic areas. In December, we will focus on inquiry based learning in regards to math. This will include analyzing benchmark data. Topics for future PD are supporting citywide instructional expectations in math, scaffolding student thinking, targeting instruction for all students especially our ELLs and SWDs, unpacking embedded language in content areas, frontloading vocabulary, and scaffolding concepts.

All staff are informed of progress achieved on LAB-R and NYSESLAT as students transition from one level to another. Additional data gathered in ARIS is analyzed and discussed during common preps. Strategies are then recommended. When needed ESL teachers model lessons in the classroom with emphasis on frontloading vocabulary before beginning a unit of study, unpacking embedded language in content areas and providing background information on units of study. For those students transitioning to middle school, content area vocabulary and main concepts are presented and reinforced throughout the year utilizing scaffolding and ESL methodologies.

Professional development is offered to classroom and cluster teachers as well as related service professionals in the form of workshops given by the ESL instructors. Implementation of ESL methodology is periodically revisited. A variety of approaches designed to facilitate comprehension of the English language are presented to the classroom teachers. They are encouraged to incorporate visuals and gestural cues in their lessons, use realia, graphic organizers, differentiated instruction, preview text and vocabulary prior to presenting their lessons. All these strategies are designed to scaffold the lessons in order to facilitate learning. Workshops outside of the school are offered to the staff. ESL and classroom teachers share common preparation time to plan, organize and coordinate instruction, materials and strategies, work on long and short term goals, and collect and analyze data relating to each student.

In order to provide additional support in ESL strategies a group of selected teachers participated in a series of workshops provided by the network specialists. These workshops were designed to scaffold reading instruction in the classroom specifically for ELLs. This information was then turn-keyed to the rest of the staff.

## 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?

### Parent Involvement Activities

Title 1 funds will be set aside to pay for parent involvement activities. These activities will be based on parent surveys which identify and prioritize parents' needs and wants. These will include workshops, trips aligned with student curriculum (libraries/reading, social studies/museums), attendance at conferences, and the maintenance of the Multicultural, multilingual Parent Lending Library, established through Title 1 funds. The Parent Lending Library will be continued to be developed and maintained by the Parent Coordinator. At the end of each workshop a reflection sheet is given to parents to help us understand their interests and needs in future workshops. Topics for future workshops include presentations by Health One representatives.

A critical component of all parent activities, especially Curriculum Night, PTA Conferences, registration and workshops, is the language component; P. S. 54 provides translation services (written and oral) in the languages of our parent population, including some which are not provided by the Dept. of Education translation service providers (Punjabi, Hindi). Open House Curriculum Night is in October. At this time, the Title 1 Parent Involvement Policy and School/Title 1 Plan will be distributed. Staff, (funded personnel) will present an overview of their programs. During the year, the funded personnel; will conduct workshops related to topics requested by parents. Community resources will be brought in to support parents' needs. The school will provide ongoing communication (monthly calendar, newsletter, parent bulletin board at entrance) informing everyone of upcoming school worthy events, (PTA, SLT meetings, Open School etc), information, and helpful tips. The Principal will hold quarterly meetings with the PTA Executive Board. The Principal's open door policy has been expanded to include Breakfast Meetings held periodically with parents of different grades. These meetings inform, educate and foster good communication and relations. Parents will continue to be consulted at PTA meetings and given the opportunity to make recommendations through the PAC.

The parent coordinator is a part of the administrative team that works for school principals. He works closely with school staff, School Leadership Team (SLT), Parent Associations, community groups, and parent advisory council to engage families and involve them in school communities. He is charged with identifying issues of concern to families, and working with school leaders to ensure that these issues are addressed in a timely manner.

All parent workshops are conducted in both English and Spanish with additional translations available in Hindi, Bengali and Urdu. All printed materials, including flyers to parents are made available in both English and Spanish. The needs of parents are evaluated based on input given during workshops and at PTA meetings. Additionally, input is provided during small group meetings, as well as meetings conducted with individual parents. Translation and interpretation services are made available to all parents at the beginning of the school year and reinforced at each workshop/PTA meeting. NYC guide to public schools is provided to all parents in their respective native languages. Workshops being offered this school year are ARIS parent link, Acuity, Foundations, ELL requirements for state exams and available social services programs, nutrition and parenting, bullying, translation and interpretation services, child abuse prevention, gang and youth violence and effective use of public libraries.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	12	5	9	3	6								45
Intermediate(I)	6	7	7	2	8	6								36

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	6	3	4	5	13	3								34
Total	22	22	16	16	24	15	0	0	0	0	0	0	0	115

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	9	3	0	22
4	5	4	0	0	9
5					0
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	3	2	11	1	6	0	0	0	23
4	3	3	5	1	1	0	0	0	13
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	7	1	3	0	0	0	13
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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.

Assessment Tools used at PS 54 to assess early literacy skills of ELLs are Fountas & Pinnell, Foundations and TCRWP as well as informal assessments by classroom teachers. The data indicate that area of deficiencies are found in phonemic awareness, sight words, fluency and decoding.

During the month of September the LAB-R is administered to incoming students who meet eligibility as per the HLIS and informal interview with the parent(s). As of now, 47 kindergarten, 1 third grader and 1 fifth grader were tested. Twenty-six(26) kindergarteners scored at the proficient level requiring no ESL support. The remaining 23 students displayed variability in their English proficiency. Thirteen (13) students scored at the beginner level, five (5) at the intermediate and five (5) at the advanced level. The number of students tested and the results obtained are consistent with the trends we've noticed over the last few years which indicate that a high number of incoming ELLs are at the beginner level of English proficiency. So staff need to be mindful to infuse ESL methodologies/strategies in their lessons.

NYSESLAT indicates that ELLs acquire proficiency in Listening and Speaking within the first two years of instruction in English, however, reading and writing are areas where the greatest delays are shown. In order to address the discrepancy in modalities our focus this year is to continue to develop the writing process utilizing our newly formed writing lab. In addition guided reading is implemented in all classes to address the needs of all students. The inquiry team (comprised of ESL, classroom, and IEP teacher, SETSS, data specialist and administration) is in place to analyze data and recommend strategies to be implemented in the classroom. The data attained from various assessments including the Periodic Assessment is used to drive instruction and to target areas of weakness in preparation for NYSESLAT. Based on the trends from the Periodic Assessment we are able to adjust and set new SMART goals for our students.

Students who are newcomers to P.S. 54Q are offered the opportunity to take content area exams in English and in their native language. We have not observed that tests taken solely in English or native language is helpful. English and native language text used simultaneously seems to be more effective. Results vary greatly based on the academic background of the student. Students who are on grade level or above in their native language but lack proficiency in English, achieve greater success in standardized tests than ELLs who are below grade level and lack academic skills in their native language. This clearly demonstrates that grade appropriate academic preparedness plays a significant role in how our ELLs perform. Based on test results from the last three years, we can conclude that academically prepared students are able to develop language skills that allow them to perform at grade level in a shorter period of time. On the other hand ELLs who lack the grade appropriate language and academic skills in their native language perform at a much lower level on standardized tests and present with difficulty in acquiring concepts and academic language. Native language support is necessary to comprehend and follow directions. Support is provided in the form of glossaries, direct translation dictionaries and peer support. Students are encouraged to use their native language to produce a writing piece during the writing workshop. During the reading workshop, books are made available in Spanish and Bengali. We are currently looking for age appropriate books in other languages.

Data obtained from Periodic Assessment is used to inform teachers of the level of proficiency of the students. Test results are used to drive instruction and to target areas of weakness in preparation for NYSESLAT and ELA exams. Based on trends from the Periodic Assessment ESL and classroom teachers are able to adjust and set new SMART goals for our students.

Historically English Language Learners have demonstrated that their listening and speaking skills develop before their reading and writing. This is often evident in the Periodic Assessment scores where vocabulary, listening and comprehension is usually not on par with Native speakers. It is also supported by ELA and NYSESLAT scores. Emphasis is therefore placed on developing vocabulary comprehension using ESL methodology in the classroom and in ESL.

Success is measured in terms of the number of students who are able to exit the program via NYSESLAT, as well as showing movement

from a lower level of proficiency to a higher one in each domain of language learning. ELA and Math scores of Level 2 and above are further evidence of success. In addition to standardized tests, overall performance in the school setting is also considered. Any small increments of achievement in academic as well as social areas for English Language Learners are important and should be celebrated.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>The Hillside Avenue School</u></b>		<b>School DBN: <u>28Q054</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Anita Prashad	Principal		10/14/11
Lorraine Engel	Assistant Principal		10/14/11
Vikash Narine	Parent Coordinator		10/14/11
Vivian Kaiser	ESL Teacher		10/14/11
Christine McGinty	Parent		10/14/11
Beth Mitchell/SETSS	Teacher/Subject Area		10/14/11
Seemin Ghazala/Spec Ed	Teacher/Subject Area		10/14/11
Shirley Rios	Coach		10/14/11
	Coach		
Andrea Giglio	Guidance Counselor		10/14/11
Marlene Wilkes	Network Leader		
Charlie Fabella	Other <u>IEP teacher</u>		10/14/11
	Other		
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 28Q054      **School Name:** The Hillside Avenue School

**Cluster:** 2      **Network:** 209

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

**Part A: Needs Assessment Findings**

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

At registration the HLIS (Home Language Identification Survey) is given to each parent or guardian in his/her native language. When an ESL teacher cannot be present at registration, other pedagogues (literacy coach, guidance counselor, special education teacher, IEP teacher) who are proficient in a language other than English are available to conduct an interview with the parents. At this time language support is available in Hebrew, Italian, Punjabi, Spanish, Tagalog and Urdu. In the course of the interview, parents' language needs are determined. All written communication is subsequently provided in the preferred language of the parent. The Parent Coordinator is instrumental in obtaining translated materials which are used during PTA meetings and workshops throughout the year.

As new students come into the school, Parent Orientations and related materials are provided in the parents' native language by the ESL teachers. The ESL teachers use the translated letters from the DOE to communicate with parents. Parent Coordinator and Pupil Accounting secretary also work collaboratively to provide any additional communications in languages other than English as needed.

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

The school has a large Spanish speaking population. There are many families who speak Punjabi and Bengali, Hindi, and Arabic. This information is public and posted at the entrance of the school building. Translators are often needed at meetings between the parents and the staff. Translators are helpful during parent/teacher conferences, PTA meetings, and individual conferences. Results of our findings have been reported to the PTA and the Parent Coordinator and translators are recruited to assist families during parent meetings/conferences.

## Part B: Strategies and Activities

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

Written translations will continue to be provided by the school to ensure that parents are informed about student progress, school events, performances, PTA meetings, and workshops. Written translations that are available on the Department of Education website are used as the need arises. In addition, in-house translators are used whenever possible.

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

Oral interpretation services will continue to be provided at all school wide events including Curriculum Night, Parent Teacher Conferences, Title 1 meetings, initial interview at registration, report cards, etc. P. S. 54 has a cadre of translators through LIS that are familiar with the school community. P. S. 54 has provided translation through LIS to help families fill out the Learning Environment Survey.

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>.

In accordance with Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation service, a copy of the Bill of Parent Rights and Responsibilities is provided to each parent in their native language in the initial packet at the start of the school year. The school parent coordinator schedules workshops throughout the school year specifically to address parents concerns regarding difficulties with the language. Furthermore, information is revisited regarding translation and interpretation services available to the parents. Signs in each of the covered languages spoken by the parents in our school are posted in a conspicuous location at the entrance of our Mini Building to inform the parents of the availability of interpretation and translation services.

Our school safety plan contains information about procedures for reaching the school's administrative office in case of an emergency. Telephone numbers, websites and bilingual staff members are made available to parents who require interpretation services. In-house translation and interpretation can be provided in the following languages: Spanish, Urdu, Hebrew, and Tagalog.

For those parents whose native language is not a covered language, our school would obtain translation of the necessary form from the Translation and Interpretation Unit.

## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 54Q	DBN: 28Q054
Cluster Leader:	Network Leader: Marlene Wilks
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input 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: 7 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 4

## 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:

The Title III Program will be open to English Language Learners in grades 2 through 5, and it will be held on ten (10) consecutive Saturdays from 9am to 12 noon. During each Saturday session, one supervisor and six (6) teachers, trained in ESL strategies and sensitized to the needs of the ELLs, will present lessons designed to help the students meet the NYC / NYS standards in English as a Second Language and English Language Arts. Lessons will be aligned to the CCSS and the CIEs as stipulated in our annual school goals and clearly noted within our CEP.

There will be three classes of twenty (20) students each, organized according to English language proficiency as indicated by the NYSESLAT and LAB-R exams. Instruction will be provided by a licensed ESL teacher and a common branch teacher in an integrated team teaching model for each class. Each team of educators will implement ESL strategies and scaffold instruction in order to facilitate and enhance students' competence in English in accordance with the standards. Instruction will focus on language development with an emphasis on narrative and informational text / writing.

Students' strengths and weaknesses will be addressed by differentiating instruction and the appropriate intervention strategies will be implemented accordingly. Teachers will provide multiple entry points for student engagement and participation in the content and concepts presented using the UDL strategies we have been implementing school-wide. (PD has been ongoing in these areas and supported by multiple resources.)

During each session, students will be scheduled for three periods of interdisciplinary literacy instruction in writing/speaking, reading/listening, and literacy through technology. Activities in listening, speaking, reading and writing will be aligned with the units of study within the Balanced Literacy program.

These activities will include but are not limited to maintaining writers' notebooks, author studies; read-alouds; literature circles; and shared / paired reading; with a strong focus on immersing students in non-fiction literature to further strengthen language acquisition and build academic vocabulary. Technology will be used to support non-fiction applications in an effort to familiarize students with word processing and to teach them how to use the internet for research. Small groups will further support students receiving differentiated and individualized instruction, and will also enable teachers to confer frequently to tailor instruction to the varied learning styles of students in their group. Congruence between Title III teachers and the students' regular classroom teachers will help guide the direction of instruction and reinforce areas that have been identified as requiring further strengthening.

Assessment will be ongoing throughout the program, and will be evidenced by work samples in

### Part B: Direct Instruction Supplemental Program Information

students' portfolios; performance tasks; and teacher generated assessments, as well as conference notes. Materials will include but are not limited to the MONDO Safari selections; Now I Get It series; and the Leap Track Reading System. These contain high interest nonfiction content which motivates readers of varied abilities by providing interactive, multisensory instruction, critical word-work knowledge, and development of reading comprehension.

### 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:

For the duration of the program, 1 hour sessions of professional development will be provided for the teachers on each day of the program. The professional development program will be facilitated by the ESL teachers and supervisor. It will be designed to inform the instructional staff on the best practices within ESL instruction to be employed in assisting the targeted students in increasing their level of achievement in listening, speaking, reading, and writing activities across the content areas. This training will take place for one (1) hour from 8:00AM to 9:00AM on each of the Saturdays, immediately preceding the beginning of the 9:00AM to 12:00 PM program being offered to the students. (Funding will be provided by the school 5% Set Aside Title I TL funding.)

Additionally, teachers will be provided with training on how to incorporate technology in their instruction and thus reinforce English Language Learning for the targeted ELL population. Teachers will have access to current student data (ARIS; Acuity; Fountas & Pinell Benchmarks; Math Benchmarks; etc) in order to better inform instructional strategies being implemented for these students. Specialized techniques for ESL instruction will include experiential learning as well as hands-on, visually stimulating lessons. Research has shown that our students gain substantial transference of skills from the exposure to hands-on applications. All instruction will be aligned with CCSS and the CIEs set forth in our annual school goals, as evidenced in our CEP for the 2012-13 SY.

Teachers will receive an overview of the NYS ESL Standards; copies of "Classroom Teacher's ESL Survival Kit #1 and #2". All teachers already possess a copy of the "ESL Strategies" and "Critical Thinking Strategies" flip book by Mentoring Minds to support their lesson planning and implementation of instruction. These tools provide useful questioning stems and prompts aligned to improving "Questioning and Discussion" practice for our children. This will help to prepare them not only for this supplemental instructional program but will also establish greater alignment among the ESL and classroom teachers during the school year.

### Part D: Parental Engagement Activities

### 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:

In our efforts to make the parents of our ELLs feel increasingly more comfortable within our school environment and to involve them in the academic lives of their children, they will be invited to participate in the ten sessions of English Language Instruction Through Technology. These sessions, which will have a strong technology focus and will be held concurrently with the instructional program for the children. The sessions will also be held from 9am to 12 noon each Saturday. Parents will be immersed in the instructional strategies implemented in ESL to become better informed in ways to further support and reinforce their child’s education at home.

Parents will receive technology training utilizing our computer lab and will engage in similar instructional activities as their children by cycling through the sessions in the same manner as the children. Instructional support for parents will be provided through Title III ELL Academy at no additional cost and will be further supported by the regularly scheduled workshops offered to parents / families in our school community. Parents will be provided with a schedule of workshops, each with varied focus at the beginning of the Saturday ELL Academy and this will also be communicated via our Monthly School Calendar and Parent Newsletters. The Parent Coordinator will be in attendance to ensure additional support and to coordinate translations services as needed. (Cost of PC is will be covered by school budget.)

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</li> </ul>		

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$14,217.00	\$14,217.00