



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CHARLES W. LENG

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

PRINCIPAL: KAREN CATANZAROLAROSA

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SUPERINTENDENT: MS. ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Karen Catanzaro LaRosa	*Principal or Designee	
Cynthia Vesce	*UFT Chapter Leader or Designee	
Colleen Costigliola	*PA/PTA President or Designated Co-President	
Suzanne Brandi	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
RoseMarie Hughes	Member/Assistant Principal	
JoAnn Ortega	Member/Teacher	
Ilene Coven	Member/Teacher	
Laurie Ann Lazaro	Member/Teacher	
Donna Crescitelli	Member/Parent	
Suzanne Dardeir	Member/Parent	
Ralph Singh	Member/Parent	
	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

To provide targeted instruction to English Language Learners in order for them to gain proficiency with more complex, grade appropriate texts in English Language Arts which will result in 45% of our English Language Learners (ELLS) in grades 4-5 who are not also categorized as students with disabilities (IEP), and who are eligible to take the state test demonstrating progress on the NYS ELA exam. This will be evidenced by an increase of at least 40 Scale Score points over their 2012 ELA results, with the remaining 50% of 4th and 5th grade ELLS demonstrating a growth of at least 20 Scale Score Points.

Comprehensive needs assessment

- 42% of English Language Learners who took the New York State English Language Arts exam in '09-'10 achieved a Standards Level 3 or 4. 6% of English Language Learners who took the State ELA in '10-'11 achieved a Standards Level 3 or 4. This downward trend continued in '11 – '12 with only 5% of English Language Learners receiving Standards Level 3 or 4, a decline of 1%.

Needs assessment according to the 2001-2011 Progress Report:

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

- This precipitous decline in ELA Test Scores signifies an immediate need to focus our instructional strategies and activities towards reversing this negative trend. Goal #2 signifies the need to raise State ELA performance for our current 4th and 5th grade English Language Learners, as well as to increase student achievement for the remainder of our ELL population.

Needs assessment according to the 2001-2011 NYSESLAT Results:

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

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

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

- As stated in the 2011-2012 Quality Review: **Align teacher and teacher team assessments to chosen key standards to effectively measure progress and adjust instruction at the team and classroom levels to accelerate outcomes for all students.** Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Therefore, teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.
- As stated in the 2011-2012 Quality Review: **Design a uniform protocol for learning walks to provide a common lens that enables teachers to observe exemplary practices, reflect upon the quality of their practice and embed a coherent school culture.** Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.
- As stated in the 2011-2012 Quality Review: **Refine action planning by linking all school action plans to interim goals and targeted benchmarks to establish a cohesive system for measuring progress, expediting revisions and maximizing impact.** School action plans are established during the annual planning process and generally use measurable targets as the annual goal in the identified areas of improvement. Benchmarks measuring progress towards these goals at specific intervals during the school year are not indicated for the school's current math goals. The lack of these structures hampers the school's ability to determine the effectiveness of their actions along the way to allow for contingencies and to make timely adjustments to improve outcomes. It also limits the school's ability to align planning from one year to the next.

As stated in the 2011-2012 Quality Review: Identify and align school curricula with key standards to raise outcomes for both high and low achieving students. The school has not identified key standards to emphasize in all classes, thereby reducing efforts to further close the

Instructional strategies/activities

Activity One

The Journeys Reading Program from Houghton Mifflin which is aligned to the Common Core Standards will, this year, be implemented in all grades, K-5. This program contains a component specifically designed for English Language Learners. *Write-In Readers* provide intervention for readers who struggle. *Reading Tool Kits* provide targeted skill-based intervention. Teachers will align these ESL strategies to the individual students and their profiles. Journeys assessments will enable teachers to recognize areas of success and areas of improvement for each student.

- **Professional Development:** Professional Development has been given from the Journeys, Houghton Mifflin. This Professional Development concentrated on using technology that accompanies the Journeys Program. Teachers in grades 3-5 received this Professional Development. In addition, six hours of Professional Development was given to teachers in K-2 on the implementation of Journeys into the classroom.
- **Target Populations:** ESL Students, grades K-5.
- **Responsible Staff Members:** Principal, Assistant Principal, Classroom Teachers, ESL Teachers, SETTS Teachers, Instructional Lead Teachers, Part time Literacy Coach.
- **Implementation Timeline:** September 2012 – June 2013.

Activity Two

Title III Funding is being used to establish an afterschool program entitled, "Meeting Success." This program is held on Monday and Tuesday afternoons from 2:20 p.m. – 4:00 p.m. The computer based literacy program, **Imagine Learning**, is used for this program in conjunction with guided reading from the Journeys Program. Collaboration between the classroom teacher and ESL teacher will provide individual teaching strategies based upon the students' areas of need as indicated by various assessment tools.

- **Professional Development:** ESL teachers participate in Professional Development given by the Office of English Language Learners and then provide demonstration lessons to teachers of English Language Learners. Workshops attended: Reading and Writing in Non-Fiction Instructional for English Language Learners (October 2012), ESL Push-In Model Workshop (October 2012), Meeting on Title III Data (October 2012), Supplemental Technology for English Language Learners (December 2012), Math for the English Language Learner (February 2013)

Assistant Principal participates in CFN's 409 Professional Development for English Language Learners. She then turnkeys information to ESL teachers and classroom teachers.

ESL Teachers host intervisitation sessions for classroom teachers to demonstrate strategies to help the English Language Learners.

- **Target Populations:** English Language Learners in grades K-5.
- **Responsible Staff Members:** Principal, Assistant Principal, Three Full Time ESL Teachers, Part Time Literacy Coach, Lead Teachers, Instructional Leads.
- **Implementation Timeline:** September 2012 – June 2013.
Timeline for Journeys: ESL Teachers will track Journeys assessment data to design a comprehensive instruction program for each ELL student. Assessments are given monthly after each unit. In addition to differentiated and individualized ELL instruction, results from these monthly assessments will drive future instruction and Teacher Team agendas.
Timeline for Teacher's College Assessment: Students are assessed individually in October, January, March, and June. Results from these assessments will drive future instruction and Teacher Team agendas.

Activity Three

During Teacher Team Meetings, teachers will look at student work from the Citywide Instructional Expectation Units of Study that are administered in the winter and spring. Student work will be discussed and analyzed which will result in changes in pedagogy which will ultimately raise student performance.

- **Professional Development:** Principal and Assistant Principal provided Professional Development in September to each Teacher Team regarding the consistency and expectations of the management and responsibilities of Teacher Team Meetings.
- **Target Populations:** All Teachers and Paraprofessionals
- **Responsible Staff Members:** Principal, Assistant Principal, All Teachers, Paraprofessionals, Part Time Literacy Coach.
- **Implementation Timeline:** September 2012 – June 2013

Activity Four

- Members of the PS 54 Inquiry Team will push into selected third classrooms containing English Language Learners that scored an "Intermediate Level" on their NYSESLAT. During this time, they work individually with the student on Text Complexity through Read Alouds, Sed de Saber Computer Activites and Guided Reading. These activities will determine the validity of this work and will ultimately be implemented schoolwide.
 - **Professional Development:** One of PS 54's ESL Teachers is on the Inquiry Team. This teacher will turnkey strategies that she learned from workshops attended which highlight best practices for English Language Learners to all the Inquiry Team Members. Inquiry Team members will also have the opportunity to attend workshops offered by CFN 405 and by the Office of English Language Learners.
 - **Target Populations:** Selected Third Grade ELL students
 - **Responsible Staff Members:** Principal, Assistant Principal, Classroom Teachers, Inquiry Team Members
 - **Implementation Timeline:** Inquiry Team began in October 2012 and will meet through June 2013. Inquiry team members will work with students from February 2013 to June 2014.

Activity Five

Saturday Academy will begin in late February. This Academy will provide English Language Learners with reading comprehension practice that is Common Core Based and will also provide them with the tools they need to succeed on the upcoming ELA exam.

- **Professional Development:** Our three ESL Teachers have attended Professional Development offered by our CFN 405 and by the Office of English Language Learners. They will apply the strategies they learned in their Saturday Academy classrooms.
- **Target Populations:** English Language Learners in grades 3-5
- **Responsible Staff Members:** Principal, Assistant Principal, ESL Teachers
- **Implementation Timeline:** Saturday Academy will begin on February 23, 2013 and commence on April 13, 2013

Activity Six

Using Title One funds, our library will be opened after school from 2:20 p.m. – 5:30 p.m. on Thursday and Friday afternoons and from 7:00 a.m. – 8:00 a.m. on Tuesday Mornings beginning the week of January 21st. These open hours will afford English Language Learners and their families an opportunity to use the library. The library teacher will conduct workshops, story hours, and research support to supplement school activities.

- **Professional Development:** One ESL Teacher will work with the Library Teacher to introduce strategies that work well with English Language Learners.
- **Target Populations:** English Language Learners in grades K-5. Parents of English Language Learners.
- **Responsible Staff Members:** Principal, Assistant Principal, Library Teacher, ESL Teacher
- **Implementation Timeline:** Open Access Library will begin during the week of February 11, 2013 and end the week of May 13, 2013.

Activity Seven

Teachers have been given Professional Development on Universal Design for Learning. In their classrooms, they now provide multiple means of representation, action, expression and engagement during daily lessons to meet the needs of English Language Learners.

Use of computer based program, Spelling City (38 licenses received) to be used in the ESL classroom and regular classroom to improve phonemic awareness and spelling skills.

- **Professional Development:** Assistant Principal has provided Professional Development on UDL and DOK for the entire staff in September 2012 and on Election Day, November 8, 2012. Webinar for Spelling City was viewed by ESL Teachers. This webinar helped them implement the Spelling City Technology program.
- **Target Populations:** English Language Learners in grades K-5
- **Responsible Staff Members:** Principal, Assistant Principal, ESL Teachers, Classroom Teachers, Lead Teachers, Instructional Leads.
- **Implementation Timeline:** UDL – September 2012 – June 2013. Spelling City – January 2013 – June 2013.

Activity Eight

Classroom Teachers of English Language Learners and ESL Teachers will utilize Teacher's College Reading Assessments to determine student growth in both decoding skills and reading comprehension levels, by monitoring progress within the benchmarks of the Monitoring for Results assessment system. As indicated through the establishment of Triennial Interim Benchmarks, students will demonstrate growth of at least two Fountas and Pinnell Reading Levels in each benchmark period for Grades 4 and 5 English Language Learners. All literacy instruction for students who do not achieve benchmark growth as indicated by their initial benchmark outcomes, will be reevaluated for its effectiveness, and alternate, differentiated instructional strategies, determined by students' individualized learning needs, will be implemented for these students.

4th and 5th Grade English Language Learners will be assessed triennially utilizing the Scantron Performance Series assessment, and mid-year utilizing the Acuity Predictive assessment. Classroom teachers and ESL teachers will analyze results through the review of the Suggested Learning Objectives Not Attained on the Scantron Performance Series and Item Analysis Incorrect Responses on the Acuity Predictive. State ELA assessments results from the prior year,

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

During Teacher Team Meetings, areas of improvement as indicated by the Journeys assessment will be discussed and strategies will be determined that will focus on the issue(s) being addressed by the teacher team for that cycle. Students who did not make sufficient progress will be targeted at Teacher Team Meetings. Strategies for improvement will be designed for these students collaboratively by all teachers on the grade and the ESL Teacher.

ELL students, in collaboration with their teachers, will formulate specific instructional goals based on their areas in need of improvement. They will maintain their goals on a Goals sheet which will accompany them both in school and at home. These goals will be monitored and revised throughout the school year.

Student **ARIS** reports with reveal student demographics and **NYSESLAT** assessments will be analyzed by classroom teachers, ESL teachers, Teacher Teams and members of the Inquiry Team throughout the school year. Small group and/or individualized differentiated instruction based on these assessment results will take place daily.

- **Professional Development:** Professional Development regarding the administration and evaluation of Teacher's College Reading Assessment was given to teachers in September by our Part Time Literacy Coach.
- **Target Populations:** All English Language Learners in grades K-5.
- **Responsible Staff Members:** Principal, Assistant Principal, ESL Teachers, Classroom Teachers, SETTS Teacher
- **Implementation Timeline:** Students are assessed individually in October, January, March, and June. Results from these assessments will drive future instruction and Teacher Team agendas.

Strategies to increase parental involvement:

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

Academic Workshops

- An Introduction to the Common Core State Standards – Literacy and Math – September 2012
- Introduction to Everyday Math and the Alignment to the Common Core – October 2012
- ESL Parent Workshop – Introduce ESL Parents to Dolch Word List/Make and Take Word Cards – November 2012
- Text Complexity – January 2013
- An Overview of the English Language Arts and Math State Exams – February 2013
- Social Studies Family Night - May 2013
- Adult ESL - (throughout the school year Mon-Wed 8:30 a.m.)

Parenting Workshops

- Positive Discipline and Behavioral Guidance – January 2013
- Managing Difficult Behavior in Children March 2012

- PS 54 schedules Parent Workshops both during the day and after school. The PTA schedules informative and instructional parent workshops in the evening as

well. In addition, suggestions for improving student performance are discussed at monthly PTA meetings and School Leadership Team meetings.

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

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

- Compass Group (a division of the Pencil Partnership) will offer a program entitled "Festival of Flavors" on January 24, 2013 for English Language Learners and their parents. This Compass Group will provide International Food and ESL teachers, library teacher, and special education teacher will lead workshops during that evening.
- Journeys, Houghton Mifflin which is aligned to the Common Core State Standards is used in grades K-5. This program builds stability in our English Language Arts Program and supports future learning of our students. The Journeys program also contains a component especially designed for English Language Learners. This program is used in the early grades which promotes consistency in the upper grades.
- The neighborhood Jewish Community Center holds ESL class for adults. This class will meet twice a week for one hour at PS 54. This connection will better able the parents to help their children at home.
- Stand Up and Lead, an anti-bullying program offered by the UFT is implemented in PS 54.
- Disney Musical Theater Program is offered for students in grades 4 and 5.
- Meeting Success After School Program will service the instructional needs of grades 2-5 ELLS. Title III Funding will fund this program.
- The following workshops are offered to all parents by the Pre-K social worker. Our Parent Coordinator makes a special effort to encourage attendance by parents of English Language Learners:
 - Pre-K – It's Not Just Play - October 2012
 - Pre-K – Nutrition and Healthy Development of Children – November 2012
 - Positive Discipline and Behavioral Guidance – January 2013
 - Who's the Boss (Part One) – Understanding Parenting Styles and how it affects children. – February 2013
 - Who's the Boss (Part Two) – Understanding Parenting Styles and how it affects children. – March 2013
 - Controlling Clutter = Better Grades – Tips to Stay Organized – May 2013
 - Managing Difficult Behavior in Children March 2012

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

Comprehensive needs assessment

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

- During the 2011-2012 school year, only 21% of Students with Disabilities scored a Level 3 or 4 on the NYS ELA exam. This was a slight increase from the 2010-2011 results, when 14% of the students with disabilities scored a Level 3 or 4 on the NYS ELA exam. This was a very slight decrease from 2009-2010. The data indicates that in the 2009-2010 school year 15% of the students with disabilities scored a level 3 or 4 on the state ELA exam. When analyzing the data, it becomes evident that PS 54 needs to employ additional strategies to address the needs of Students with Disabilities in order to increase their performance.

Needs assessment according to the 2011-2012 Progress Report:

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

- According to the 2011-12 NYC Progress Report, PS 54 received minimal (0.16 self contained, 0.30 Integrated Co-Teaching, 0.29 Special Education Teacher Support Services) *Points Earned* for Closing the Achievement Gap in the category of *English* for our Self-Contained, CTT and SETSS Special Education students. Although some students with disabilities made minimal progress, the goal is to increase the number of students and their level of progress.

Needs assessment according to the 2011-2012 Quality Review, recommendations include:

- As stated in the 2011-2012 Quality Review: ***Identify and align school curricula with key standards to raise outcomes for both high and low achieving students.*** *The school has not identified key standards to emphasize in all classes, thereby reducing efforts to further close the achievement gap as evidenced in recent progress report scores*
- As stated in the 2011-2012 Quality Review: ***Align teacher and teacher team assessments to chosen key standards to effectively measure progress and adjust instruction at the team and classroom levels to accelerate outcomes for all students.*** *Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Therefore, teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.*
- As stated in the 2011-2012 Quality Review: ***Design a uniform protocol for learning walks to provide a common lens that enables teachers to observe exemplary practices, reflect upon the quality of their practice and embed a coherent school culture.*** *Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.*
- As stated in the 2011-2012 Quality Review: ***Refine action planning by linking all school action plans to interim goals and targeted benchmarks to***

establish a cohesive system for measuring progress, expediting revisions and maximizing impact. School action plans are established during the annual planning process and generally use measurable targets as the annual goal in the identified areas of improvement. Benchmarks measuring progress towards these goals at specific intervals during the school year are not indicated for the school's current math goals. The lack of these structures hampers the school's ability to determine the effectiveness of their actions along the way to allow for contingencies and to make timely adjustments to improve outcomes. It also limits the school's ability to align planning from one year to the next.

Instructional strategies/activities

Activity One

The Journeys Reading Program from Houghton Mifflin, which is aligned to the Common Core Standards, will be implemented this year in all grades, K-5. The Journeys Reading program contains a component specifically designed for Students with Disabilities. Progress Monitoring boxes provide direction for struggling readers and assist teachers in tracking student progress. Journeys assessments will enable teachers to recognize areas of success and areas of improvement for each student. Small-group instruction provides support for struggling readers. Leveled Readers provide comprehension and vocabulary support for at-risk students.

- **Professional Development:** Professional Development has been given from the Journeys, Houghton Mifflin. This Professional Development concentrated on using technology that accompanies the Journeys Program. Teachers in grades 3-5 received this Professional Development. In addition, six hours of Professional Development was given to teachers in K-2 on the implementation of Journeys into the classroom.
- **Target Populations:** All students, grades K-5.
- **Responsible Staff Members:** Principal, Assistant Principal, Classroom Teachers, SETTS Teachers, Instructional Lead Teachers, Part time Literacy Coach.
- **Implementation Timeline:** September 2012 – June 2013.

Activity Two

Special Education teachers will utilize Teacher's College Reading Assessment to determine student growth in both decoding skills and reading comprehension levels, by monitoring progress within the benchmarks of the Monitoring for Results assessment system. As indicated through the establishment of Triennial Interim Benchmarks, students will demonstrate growth of at least two Fountas and Pinnell Reading Level in each benchmark period for Grade 4 and 5 Special Education students. All literacy instruction for students who do not achieve benchmark growth as indicated by their initial benchmark outcomes, will be reevaluated for its effectiveness, and alternate, differentiated instructional strategies, determined by students' individualized learning needs, will be implemented for these students.

The PS 54 Data Specialist will assist Teacher Teams in the tracking of students' ELA progress throughout the year through the utilization of all available data, including the **Scantron Performance Series Gains Reports** and **Acuity Predictive** assessments, and will collaborate with teachers on data interpretation for the purpose of planning instruction.

Students with Disabilities in grades 4 and 5 will be assessed triennially utilizing the Scantron Performance Series assessment, and mid-year utilizing the Acuity Predictive assessment. Special Education teachers will analyze results through the review of the Suggested Learning Objectives Not Attained on the Scantron Performance Series and Item Analysis Incorrect Responses on the Acuity Predictive. State ELA assessments results from the prior year, as well as ongoing informal teacher assessments, including looking at student work, observing reading behaviors, and conferencing will also be utilized for the determination of the progress of 4th and 5th grade Students with Disabilities as they work towards meeting the State Standards.

Special Education teachers will utilize ARIS to analyze demographics, periodic assessments and to track student growth in order to implement instructional strategies aligned with students' needs. Planning will take place during teachers' preparation periods and weekly Teacher Team meetings. Students who are identified as not exhibiting significant growth toward the annual goal will be reevaluated for alternate instructional strategies.

The Pupil Personnel Team analyzes students who are at risk to determine if any RTI (Response to Intervention) is necessary. This team uses a non-judgmental, confidential approach to review and evaluate the needs of specific students who are not demonstrating success in their current educational program.

- **Professional Development:** Professional Development regarding the administration and evaluation of Teacher's College Reading Assessment was given to teachers in September by our Part Time Literacy Coach.
- **Target Populations:** All Students with Disabilities in grades K-5.
- **Responsible Staff Members:** Principal, Assistant Principal, , Classroom Teachers, SETTS Teacher
- **Implementation Timeline:** Students are assessed individually in October, January, March, and June. Results from these assessments will drive future instruction and Teacher Team agendas.

Activity Three

Lead Teachers will work with all teachers to assist them with key strategies that are effective to meet the needs of students with disabilities.

Part time Literacy Coach works with classroom teachers to develop skills and strategies to meet the needs of students with disabilities.

Three Instructional Lead Teachers attend professional development offered by CFN 409 and turnkey information to the teachers.

- **Professional Development:** New Special Education teachers participate in monthly Special Education Study Groups offered by CFN 409. Instructional Lead Teachers attend professional development offered by CFN 409 and turnkey information to all special education teachers. Lead Teachers receive training and support from Lead Teacher support center.
- **Target Populations:** All Students with Disabilities in grades K-5.
- **Responsible Staff Members:** Principal, Assistant Principal, , Classroom Teachers, SETTS Teacher
- **Implementation Timeline:** September 2012 – June 2013

Activity Four

IEP Teacher is coordinator of Special Education Reform. This teacher ensures that students with IEP's are appropriately placed and given all opportunities to be educated in a least restrictive environment. The IEP teacher attends meetings of students initially referred to special education as well as reviewing Annual Reviews before being finalized to ensure that placement is correct and meets the needs of the child.

The Pupil Personnel Team analyzes students who are at risk to determine if any RTI (Response to Intervention) is necessary. This team uses a non-judgmental, confidential approach to review and evaluate the needs of specific students who are not demonstrating success in their current educational program.

- **Professional Development:** IEP Teacher receives Professional Development from CFN 409 periodically throughout the school year. The Pupil Personal Team was given professional development by Ms. Diana Caiazza, Director of Student Services from CFN 409. Ms. Caiazza worked with the team while from it's' inception and continues to monitor progress.
- **Target Populations:** All Students with Disabilities in grades K-5.
- **Responsible Staff Members:** Principal, Assistant Principal, Classroom Teachers, SETTS Teacher, Network Support Personnel
- **Implementation Timeline:** September 2012 – June 2013

Activity Five

Saturday Academy will begin in late February. This Academy will provide Students with Disabilities with reading comprehension practice that is Common Core Based and will also provide them with the tools they need to succeed on the upcoming ELA exam.

During extended day, (Monday and Tuesday from 2:20 p.m. – 3:10 p.m.) Students with Disabilities will meet with a Special Education Teacher (ratio of 5:1) to work on Text Complexity. The Special Education Teacher will introduce strategies that will assist the students in reading and comprehending complex texts.

- **Professional Development:** Teachers will be given Professional Development on UDL by the Assistant Principal. Professional development has been given by CFN 409 on text complexity. Additional professional development on text complexity will be given by CFN 409 until the end of the school year.
- **Target Populations:** All Students with Disabilities in grades K-5.
- **Responsible Staff Members:** Principal, Assistant Principal, Classroom Teachers, SETTS Teacher, Network Support Personnel
- **Implementation Timeline:** September 2012 – June 2013

Activity Six

During Teacher Team Meetings, teachers will look at all student work including work from the Citywide Instructional Expectation Units of Study that are administered in the winter and spring. Student work will be discussed and analyzed which will result in changes in pedagogy which will ultimately raise student performance.

During Teacher Team Meetings, areas of improvement as indicated by the Journeys assessment will be discussed and strategies will be determined that will focus on the issue(s) being addressed by the teacher team for that cycle.

Those students recognized above who did not make sufficient progress will be targeted at Teacher Team Meetings. Strategies for improvement will be designed for these students collaboratively by all teachers on the grade.

- **Professional Development:** Professional Development regarding the specific way in which Teacher Teams were to be implement and maintained was given to all teachers in September 2012. Principal and Assistant Principal meet with Teacher Teams and provide additional support if needed.
- **Target Populations:** All Students with Disabilities in grades K-5.
- **Responsible Staff Members:** Principal, Assistant Principal, Classroom Teachers, SETTS Teacher
- **Implementation Timeline:** September 2012 – June 2013

Activity Seven

Principal and Assistant Principal will conduct six week cycles of Support Visits/Informal Observations and will also complete Formal Observations to ensure that pedagogy is appropriate to meet the needs of the all students.

- **Professional Development:** Principal attends Principal Conferences, New Principal Support/Study Groups offered by CFN 409. At these conferences, information is given regarding support visits for all teachers. Principal also has a coach from the Leadership Academy. Through monthly meetings and small group gatherings, additional professional development is given regarding the informal support visits. Principal turnkeys all information to the Assistant Principal
- **Target Populations:** Principal, Assistant Principal, Teachers
- **Responsible Staff Members:** Principal, Assistant Principal
- **Implementation Timeline:** September 2012 – June 2013

Activity Eight

Using Title One funds, our library will be opened after school from 2:20 p.m. – 5:30 p.m. on Thursday and Friday afternoons beginning the week of February 21st. These open hours will afford students with disabilities and their families an opportunity to use the library. The library teacher will conduct workshops, story hours, and research support to supplement school activities.

- **Professional Development:** Lead Teachers provide the Library Teacher with specific methodology to develop appropriate lessons for students with disabilities. Instructional Leads also work with the library teacher to help implement strategies designed to help students with disabilities.
- **Target Populations:** All students K-5
- **Responsible Staff Members:** Principal, Assistant Principal
- **Implementation Timeline:** February 2013 – May 2013

Strategies to increase parental involvement:

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

Academic Workshops

- An Introduction to the Common Core State Standards – Literacy and Math – September 2012
- Text Complexity – January 2013
- An Overview of the English Language Arts and Math State Exams – February 2013
- Social Studies Family Night - May 2013

Parenting Workshops

- Positive Discipline and Behavioral Guidance – January 2013
 - Managing Difficult Behavior in Children March 2012
-
- PS 54 schedules Parent Workshops both during the day and after school. The PTA schedules informative and instructional parent workshops in the evening as well. In addition, suggestions for improving student performance are discussed at monthly PTA meetings and School Leadership Team meetings.
 - A parent of a Special Education students attend the district Title I meetings and turnkeys information to the school community. Using Title One funds, our library will be opened after school from 2:20 p.m. – 5:30 p.m. on Thursday and Friday afternoons and from 7:00 a.m. – 8:00 a.m. on Tuesday Mornings beginning the week of January 21st. These open hours will afford English Language Learners and their families an opportunity to use the library. The library teacher will conduct workshops, story hours, and research support to supplement school activities.
 - During Parent Teacher Conferences Parents hold a *Gently Used Book Fair*, and encourage other parents to buy low-cost books to read with their children.

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 _____ Title IIA X Title III X Grants _____ Other

If other is selected describe here:

Service and program coordination

- Compass Group (a division of the Pencil Partnership) will offer an attendance incentive program for Students with Disabilities in Spring 2013 semester.
- Journeys, Houghton Mifflin which is aligned to the Common Core State Standards is used in grades K-5. This program builds stability in our English Language Arts Program and supports future learning of our students. The Journeys program also contains a component especially designed for students with disabilities. This program is used in the early grades which promotes consistency in the upper grades.
- Adaptive Physical Education is given to selected students daily.
- Disney Musical Theater is offered for all students in grades 4 and 5.
- Stand Up and Lead, an anti-bullying program offered by the UFT is implemented in PS 54.
- The following workshops are offered to all parents by the Pre-K social worker. Our Parent Coordinator makes a special effort to encourage attendance by parents of students with disabilities:
 - Pre-K – It's Not Just Play - October 2011
 - Pre-K – Nutrition and Healthy Development of Children – November 2012
 - Positive Discipline and Behavioral Guidance – January 2013
 - Who's the Boss (Part One) – Understanding Parenting Styles and how it affects children. – February 2013
 - Who's the Boss (Part Two) – Understanding Parenting Styles and how it affects children. – March 2013
 - Controlling Clutter = Better Grades – Tips to Stay Organized – May 2013
 - Managing Difficult Behavior in Children March 2012

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, 25% of all 4th and 5th grade General Education students who scored lower than a Performance Standards Level 3 on the 2012 NYS ELA, will attain a score of at least a Level 3 on the 2013 ELA test with the remaining 75% of all 4th and 5th grade General Education students demonstrating a growth of at least 50 Scale Score points.

Comprehensive needs assessment

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

- 65.2% of General Education students scored Levels 3 or 4 on the 2011 – 2012 NYS ELA Exam. This is a 6% increase over the 59.4% of General Education students that scored a Level 3 or 4 on the 2010 – 2011 NYS ELA Exam. On the 2009 – 2010 NYS ELA exam, 67.6% of General Education students scored at Level 3 or 4. In order to continue this upward movement from 2011 – 2012, PS 54 will continue to strengthen instruction and pedagogy in English Language Arts.

Needs assessment according to the 2011 – 2012 Progress Report:

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

- According to the 2011 – 2012 NYC Progress Report, PS 54 received a C in Progress and a C in Student Performance, with an overall grade of C. PS 54 is no longer in a decline. There is an increase in Student Progress, Student Performance and School Environment, securing a total of 68 out of a possible 100 points, an increase of almost 50 points. Although PS 54 has shown some improvement in ELA test scores which positively impacted the Progress Report, more growth is necessary. There is still an evident need to focus our instructional strategies and activities towards continuing this positive trend.

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

- As stated in the 2011-2012 Quality Review: ***Identify and align school curricula with key standards to raise outcomes for both high and low achieving students.*** *The school has not identified key standards to emphasize in all classes, thereby reducing efforts to further close the achievement gap as evidenced in recent progress report scores.*
- As stated in the 2011-2012 Quality Review: ***Align teacher and teacher team assessments to chosen key standards to effectively measure progress and adjust instruction at the team and classroom levels to accelerate outcomes for all students.*** *Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Therefore, teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.*
- As stated in the 2011-2012 Quality Review: ***Design a uniform protocol for learning walks to provide a common lens that enables teachers to observe exemplary practices, reflect upon the quality of their practice and embed a coherent school culture.*** *Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.*
- As stated in the 2011-2012 Quality Review: ***Refine action planning by linking all school action plans to interim goals and targeted benchmarks to***

establish a cohesive system for measuring progress, expediting revisions and maximizing impact. School action plans are established during the annual planning process and generally use measurable targets as the annual goal in the identified areas of improvement. Benchmarks measuring progress towards these goals at specific intervals during the school year are not indicated for the school's current math goals. The lack of these structures hampers the school's ability to determine the effectiveness of their actions along the way to allow for contingencies and to make timely adjustments to improve outcomes. It also limits the school's ability to align planning from one year to the next.

Instructional strategies/activities

Activity One

The Journey Reading Program from Houghton Mifflin, which is aligned to the Common Core Standards, will be implemented for all students in grades K-5. This program supports Common Core by emphasizing explicit, systematic instruction. It uses a variety of meaningful resources and activities suited to the different types of learners. In addition, Journeys is a complete ELA Program, servicing all areas of Reading, Writing and Word Work. Instruction is developmental, differentiated and scaffolds instruction according to student progress. Journeys assessments will enable teachers to recognize areas of success and areas of improvement for each student.

- **Professional Development:** Professional Development has been given from Journeys, Houghton Mifflin. This Professional Development concentrated on using technology that accompanies the Journeys Program. Teachers in grades 3-5 received this Professional Development. In addition, six hours of Professional Development was given to teachers in K-2 on the implementation of Journeys into the classroom.
- **Target Populations** All students, grades K-5.
- **Responsible Staff Members:** Principal, Assistant Principal, Classroom Teachers, SETTS Teachers, Instructional Lead Teachers, Part time Literacy Coach.
- **Implementation Timeline:** September 2012 – June 2013.

Activity Two

Classroom Teachers will utilize Teacher's College Reading Assessment to determine student growth in both decoding skills and reading comprehension levels, by monitoring progress within the benchmarks of the Monitoring for Results assessment system. As indicated through the establishment of Triennial Interim Benchmarks, students will demonstrate growth of at least two Fountas and Pinnell Reading Levels in each benchmark period for Grades 4 and 5.

The PS 54 Data Specialist will assist Teacher Teams in the tracking of students' ELA progress throughout the year through the utilization of all the available data, including the **Scantron Performance Series Gains Reports** and **Acuity Predictive** assessments, and will collaborate with teachers on data interpretation for the purpose of planning instruction.

The PS 54 Data Specialist assist Teacher Teams in the tracking of students' ELA progress throughout the year through the utilization of all available data, including the **Scantron Performance Series Gains Reports** and **Acuity Predictive** assessments, and will collaborate with teachers on data interpretation for the purpose of planning instruction.

General Education teachers will utilize ARIS and all in-school data systems, including **Monitoring for Success** to track and analyze demographics, periodic assessments and to track student growth in order to implement instructional strategies aligned with students' needs. In addition, planning will take place during teachers' preparation periods and weekly Teacher Team meetings. Students who are identified as not exhibiting significant growth toward the annual goal will be reevaluated for alternate instructional strategies. 4th and 5th Grade general education students will be assessed triennially utilizing the Scantron Performance Series assessment, and mid-year utilizing the Acuity Predictive assessment. Classroom teachers will analyze results through the review of the Suggested Learning Objectives Not Attained on the Scantron Performance Series and Item Analysis Incorrect Responses on the Acuity Predictive, as well as ongoing

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

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

- **Professional Development:** Professional Development regarding the administration and evaluation of Teacher's College Reading Assessment was given to teachers in September by our Part Time Literacy Coach.
- **Target Populations:** General Education Students, Grades 4 and 5.
- **Responsible Staff Members:** Principal, Assistant Principal, Classroom Teachers, Data Specialist
- **Implementation Timeline:** Students are assessed individually in October, January, March, and June. Results from these assessments will drive future instruction and Teacher Team agendas.

Activity Three

During extended day, (Monday and Tuesday from 2:20 p.m. – 3:10 p.m.) students will work with their teachers, (ratio 10:1) on Text Complexity and Building Stamina. Teachers will introduce and build upon strategies that will assist the students in reading and comprehending complex texts.

Saturday Academy will begin in late February. This Academy will provide students with reading comprehension practice that is Common Core Based and also provide them with the tools they need to succeed on the upcoming ELA exam.

A grant was written to the State Education Department/Special Legislative Project for \$4,470.00 to fund an afterschool Test Preparation Program. This program would target students in grades 4-5 who scored levels 3 or 4 on the 2012 NYS ELA exam. This afterschool program was developed to support students in making progress and showing gains on their ELA state exam.

- **Professional Development:** CFN 409 provided professional development on Text Complexity. Instructional Leads attended the professional development and turnkeyed information to the staff.
- **Target Populations:** General Education Students, Grades 4 and 5.
- **Responsible Staff Members:** Principal, Assistant Principal, Classroom Teachers, Data Specialist
- **Implementation Timeline:** September 2012 – June 2013

Activity Four

Those students who did not make sufficient progress on Monitoring for Results or Journeys Assessments will be targeted at Teacher Team Meetings. Strategies for improvement will be designed for these students collaboratively by all teachers on the grade.

During Teacher Team Meetings, areas of improvement as indicated by the Journeys assessment will be discussed and strategies will be determined that will focus on the issue(s) being addressed by the teacher teams for that cycle.

During Teacher Team Meetings, teachers will look at student work from the Citywide Instructional Expectation Units of Study that are administered in the winter and spring. Student work will be discussed and analyzed which will result in changes in pedagogy which will ultimately raise student performance.

- **Professional Development:** Teachers were given professional development on the literacy task from our part time literacy coach and were also given professional development on the math task from the Assistant Principal. Professional Development regarding the specific way in which Teacher Teams

were to be implemented and maintained was given to all teachers in September 2012. Principal and Assistant Principal meet with Teacher Teams and provide additional support if needed.

-
- **Target Populations:** General Education Students, Grades 4 and 5.
- **Responsible Staff Members:** Principal, Assistant Principal, Classroom Teachers,
- **Implementation Timeline:** Students are assessed individually in October, January, March, and June. Results from these assessments will drive future instruction and Teacher Team agendas. Fall Task administered in late January. Spring Task administered in early May.

Activity Five

Lead teachers will work with all the teachers to assist them with key strategies that are effective to meet the needs of all students.

Part time Literacy Coach works with classroom teachers to develop skills and strategies to meet the needs of all students.

Three Instructional Lead Teachers attend professional development offered by CFN 409 and turnkey information to the teachers

- **Professional Development:** Instructional Lead Teachers attend professional development offered by CFN 409 and turnkey information to all education teachers. Lead Teachers receive training and support from Lead Teacher support center. Part time Literacy Coach works with all general education teachers.
- **Target Populations:** Students who did not score Level 3 on 2012 ELA exam.
- **Responsible Staff Members:** Principal, Assistant Principal, , Classroom Teachers, Lead Teachers, Instructional Leads, Literacy Coach
- **Implementation Timeline:** September 2012 – June 2013

Activity Six

Principal and Assistant Principal will conduct six week cycles of Support Visits/Informal Observations and will also complete Formal Observations to ensure that pedagogy is appropriate to meet the needs of the all students.

- **Professional Development:** Principal attends Principal Conferences, New Principal Support/Study Groups offered by CFN 409. At these conferences, information is given regarding support visits for all teachers. Principal also has a coach from the Leadership Academy. Through monthly meetings and small group gatherings, additional professional development is given regarding the informal support visits. Principal turnkeys all information to the Assistant Principal
- **Target Populations:** Principal, Assistant Principal, Teachers
- **Responsible Staff Members:** Principal, Assistant Principal
- **Implementation Timeline:** September 2012 – June 2013

Activity Seven

Using Title One funds, our library will be opened after school from 2:20 p.m. – 5:30 p.m. on Thursday and Friday afternoons beginning the week of February 21st. These open hours will afford students with disabilities and their families an opportunity to use the library. The library teacher will conduct workshops, story hours, and research support to supplement school activities.

- **Professional Development:** Lead Teachers provide the Library Teacher with specific methodology to develop appropriate lessons for students who are not performing at grade level. Instructional Leads also work with the library teacher to help implement strategies designed to help students who are not performing at grade level.

- **Target Populations:** Students in grades 3 and 4 who did not perform at level 3 on 2012 ELA exam.
- **Responsible Staff Members:** Principal, Assistant Principal
- **Implementation Timeline:** February 2013 – May 2013

Strategies to increase parental involvement

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

Academic Workshops

- An Introduction to the Common Core State Standards – Literacy and Math – September 2012
- Text Complexity – January 2013
- Overview of 2013 ELA Exam outline – February 2013
- Social Studies Family Night - May 2013

Parenting Workshops

- Positive Discipline and Behavioral Guidance – January 2013
- Managing Difficult Behavior in Children March 2013
- PS 54 schedules Parent Workshops both during the day and after school. The PTA schedules informative and instructional parent workshops in the evening as well. In addition, suggestions for improving student performance are discussed at monthly PTA meetings and School Leadership Team meetings.
- A parent of a Special Education students attend the district Title I meetings and turnkeys information to the school community. Using Title One funds, our library will be opened after school from 2:20 p.m. – 5:30 p.m. on Thursday and Friday afternoons and from 7:00 a.m. – 8:00 a.m. on Tuesday Mornings beginning the week of January 21st. These open hours will afford English Language Learners and their families an opportunity to use the library. The library teacher will conduct workshops, story hours, and research support to supplement school activities. During Parent Teacher Conferences Parents hold a *Gently Used Book Fair*, and encourage other parents to buy low-cost books to read with their children

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 X Grants _____ Other

If other is selected describe here:

Service and program coordination

- A grant was written to the State Education Department/Special Legislative Project for \$4,470.00 to fund an afterschool Test Preparation Program. This program would target students in grades 4-5 who scored levels 3 or 4 on the 2012 NYS ELA exam. This afterschool program was developed to support students in making progress and showing gains on their ELA state exam.
- Saturday Academy will be funded by Highly Qualified funds.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013, 25% of all 4th and 5th grade General Education students, who scored lower than a Performance Standards Level 3 on the 2012 NYS Math Exam, will attain a score of at least a Level 3 on the 2013 ELA test, with the remaining 75% of all 4th and 5th grade General Education students demonstrating a growth of at least 50 Scale Score points.

➤

Comprehensive needs assessment

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

- On the 2011 - 2012 NYS Math exam, 71.5% of the students scored a level 3 or 4. On the 2010 - 2011 NYS Math exam, 70.2% scored a level 3 or 4. Additionally, on the 2009 - 2010 NYS Math exam, 72.6% of the students scored a level 3 or 4. The data indicates a slight increase in our math scores from 2010 – 2011 to 2011 – 2012. In order to continue this upward movement, PS 54 will continue to strengthen instruction and pedagogy in Math.

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

- As stated in the 2011-2012 Quality Review: ***Identify and align school curricula with key standards to raise outcomes for both high and low achieving students.*** *The school has not identified key standards to emphasize in all classes, thereby reducing efforts to further close the achievement gap as evidenced in recent progress report scores.*
- As stated in the 2011-2012 Quality Review: ***Align teacher and teacher team assessments to chosen key standards to effectively measure progress and adjust instruction at the team and classroom levels to accelerate outcomes for all students.*** *Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Therefore, teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.*
- As stated in the 2011-2012 Quality Review: ***Design a uniform protocol for learning walks to provide a common lens that enables teachers to observe exemplary practices, reflect upon the quality of their practice and embed a coherent school culture.*** *Teachers generally embrace differentiation; however, they are not yet involved in observing their colleagues' practices firsthand. Teachers of special education do not consistently deliver the same rigorous instruction as their general education counterparts. This lack of coherence has contributed to significant drops in student performance and progress.*

As stated in the 2011-2012 Quality Review: ***Refine action planning by linking all school action plans to interim goals and targeted benchmarks to establish a cohesive system for measuring progress, expediting revisions and maximizing impact.*** *School action plans are established during the annual planning process and generally use measurable targets as the annual goal in the identified areas of improvement. Benchmarks measuring progress towards these goals at specific intervals during the school year are not indicated for the school's current math goals. The lack of these structures hampers **B.***

Key personnel and other resources used to implement these strategies/activities

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

Instructional strategies/activities

Activity One

A full time cluster position has been created to work with the students and teachers to help them become better problem solvers. A focus will be placed on targeted grades, two and three to immerse these grades in this change in curriculum.

The math cluster teacher developed an all inclusive "Toolkit of Strategies," and a list of self assessment questions. These items were distributed to all students in grades 2-5. Students keep these items in their problem solving notebook and refer to them as needed.

Professional Development: A Lead Teacher and Math Cluster attend CFN 409's Professional Development on Exemplars (math) which are given by Deb Armitage from the Exemplar Company. This intensive Professional Development is then turnkeyed to the PS 54 classroom teachers. In addition, the math cluster teacher and the lead teacher provide demonstration lessons and support to classroom teachers regarding problem solving that is aligned to the NYS Common Core Learning Standards.

- **Target Populations:** Students in grades two and three
- **Responsible Staff Members:** Principal, Assistant Principal, Math Cluster Teacher, Classroom teachers in grades 2-3
- **Implementation Timeline:** September 2012 – June 2013

Activity Two

Teachers will use the third edition of the Everyday Math Program. They will use the Common Core Library and Everyday Math Guidance Document to omit and add lessons in each unit to implement Common Core Learning Standards.

Teachers will use pacing schedules to assist in their planning. Pacing schedules were created and distributed to teachers in grades pre-k through 5. These pacing schedules are very detailed. They provide the number of school days in each month, the number of lessons in each unit and the range of targeted lessons for math. The extra days per month will be used for problem solving.

- **Professional Development:** Assistant Principal provided three days of Professional Development on the alignment of the third edition of Everyday Math to the Common Core Learning Standards. Explanation of pacing schedules were also presented early in the school year. Assistant Principal continues to provide ongoing professional development in the above areas.
- **Target Populations:** Students in grades K-5
- **Responsible Staff Members:** Principal, Assistant Principal
- **Implementation Timeline:** September 2012 – June 2013

Activity Three

Teachers will incorporate problem solving using quality multi-step problems. Work this year in math will include incorporating problem solving, identifying good quality tasks, using and differentiating multi-step tasks that are entrenched with the Citywide Instructional Expectations. By using these quality problems, students will become proficient in the eight Mathematical Practices defined in the Common Core State Standards. Problem solving will be done once a week. Teachers will be given the Exemplars Math CD's.

Each class will maintain a running list of mathematical strategies. The list will be entitled, "Toolkit of Strategies." These strategies will include such things as: **Draw a picture, Make a table, Guess and check.**

Each class will maintain a running list of multi-step problems that have been solved as a class and used for the modeling of strategies. This list will be used to refer back to the way mentor texts are "referred back to" in literacy.

Each grade will create a developmentally appropriate Critical Thinking Problem Solving Plan based on the same basic Critical Thinking Framework in order for the plan to be consistent vertically.

- **Professional Development:** Assistant Principal provided three days of Professional Development on the alignment of the third edition of Everyday Math to the Common Core Learning Standards. Assistant Principal also presented Professional Development on Problem Solving, Exemplars, and incorporating a Toolkit of Strategies into each classroom. Intervisitations are ongoing in the math cluster teacher's room where each of the above are visible. Assistant Principal continues to provide ongoing professional development in the above areas as needed.
- **Target Populations:** Students in grades K-5
- **Responsible Staff Members:** Principal, Assistant Principal
- **Implementation Timeline:** September 2012 – June 2013

Activity Four

The End of Unit Written Assessment will not be the deciding factor in whether or not the student has mastered the objective. Teachers will be using a variety of assessment tools and techniques in order for students to demonstrate their knowledge in a variety of ways. Ongoing assessment will involve gathering information from students' everyday work including classwork, group work, class participation and problem solving.

Teachers will submit class sets of the Individual Profiles of Progress with a class checklist for each unit in grades 1-5 to the Assistant Principal for Review.

- **Professional Development:** Assistant Principal provided three days of Professional Development on the alignment and assessment of the third edition of Everyday Math to the Common Core Learning Standards. Assistant Principal also presented Professional Development on Problem Solving, Exemplars, and incorporating a Toolkit of Strategies into each classroom.
- **Target Populations:** Students in grades K-5
- **Responsible Staff Members:** Principal, Assistant Principal
- **Implementation Timeline:** September 2012 – June 2013

Activity Five

Saturday Academy will begin in late February. This Academy will provide students with math test preparation practice that is Common Core Based and also provide them with the tools they need to succeed on the upcoming math exam.

A grant was written to the State Education Department/Special Legislative Project for \$4,470.00 to fund an afterschool Test Preparation Program. This program would target students in grades 4-5 who scored levels 3 or 4 on the 2012 NYS math exam. This afterschool program was developed to support students in making progress and showing gains on their math state exam.

- **Professional Development:** Instructional Lead Teachers attend Professional Development from CFN 409 and turnkey information to classroom teachers. This Professional Development is concentrated on the Citywide Instructional Expectations, shifts and exemplar work.
- **Target Populations:** Students in grades 3-5

- **Responsible Staff Members:** Principal, Assistant Principal, Teachers in grades 3-5
- **Implementation Timeline:** February 2013 – June 2013

Strategies to increase parental involvement

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

Academic Workshops

- An Introduction to the Common Core State Standards – Literacy and Math – September 2012
- Introduction to Everyday Math and the Alignment to the Common Core – October 2012
- An Overview of Everyday Math and How It Aligns to the Common Core – November 2012
- Family Math Night - March 2013

Parenting Workshops

- Positive Discipline and Behavioral Guidance – January 2013
- Hands-On Math Skills for Parents – February 2013
- Managing Difficult Behavior in Children March 2012

- PS 54 schedules Parent Workshops both during the day and after school. The PTA schedules informative and instructional parent workshops in the evening as well. In addition, suggestions for improving student performance are discussed at monthly PTA meetings and School Leadership Team meetings.
- A parent of a Special Education students attend the district Title I meetings and turnkeys information to the school community..
- Title I funds allocated for parent involvement are utilized to maintain computers which are available for students and parents to access any math based website or activity.

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 Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Everyday Math which we have aligned to the Common Core State Standards is used in grades K-5. This program builds stability in our Math Program and supports future learning of our students. This program is used in the early grades which promotes consistency in the upper grades.
- Stand Up and Lead, an anti-bullying program offered by the UFT is implemented in PS 54.
- The following workshops are offered to all parents by the Pre-K Social Worker. Our Parent Coordinator makes a special effort to encourage attendance by parents of students with disabilities:

- Pre-K – It's Not Just Play - October 2011
- Pre-K – Nutrition and Healthy Development of Children – November 2012
- Positive Discipline and Behavioral Guidance – January 2013
- Who's the Boss (Part One) – Understanding Parenting Styles and how it affects children. – February 2013
- Who's the Boss (Part Two) – Understanding Parenting Styles and how it affects children. – March 2013
- Controlling Clutter = Better Grades – Tips to Stay Organized – May 2013
- Managing Difficult Behavior in Children March 2012

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Eyes on Text Reading Complex Texts, Book Club, Conferencing, Assessment	Small Group: General Education - Ratio (10:1) Students with Disabilities Ratio (5:1)	Extended Day – Monday and Tuesday from 2:20 p.m. – 3:10 p.m.
	Meeting Success for English Language Learners. Reading, Imagine Learning Computer Program	Small Group	Monday and Tuesday from 2:20 p.m. – 4:10 p.m.
	Test Preparation (Group One) This group will service students in grades 4 and 5 who scored a Level 3 or 4 on the 2012 ELA exam.	Small Group	Thursday and Friday from 2:30 p.m. – 4:30. (beginning in March 2013)
	Test Preparation (Group Two) This group will service students in grades 3-5 who either have no previous scores or who scored Levels 1 or 2 on the 2012 ELA exam.	Small Group	Saturday Academy beginning in March 2013 9:00 a.m. – 11:00 a.m.
Mathematics	Test Preparation (Group One) This group will service students in grades 4 and 5 who scored a Level 3 or 4 on the 2012 Math exam.	Small Group	Thursday and Friday from 2:30 p.m. – 4:30. (beginning in March 2013)
	Test Preparation (Group Two) This group will service students in grades 3-5 who either have no	Small Group	Saturday Academy beginning in March 2013 9:00 a.m. – 11:00 a.m.

	previous scores or who scored Levels 1 or 2 on the 2012 Math exam.		
Science	Guided Reading in science (non-fiction) using Journeys by Houghton Mifflin. The textbook, <u>Science</u> , by Harcourt Publishers is also used by PS 54's science cluster teachers in whole class lessons.	Small Group/Whole Class	During Literacy Block (Journeys) Cluster Program
Social Studies	Guided Reading in social studies (non-fiction) using Journeys by Houghton Mifflin. The textbook, Social Studies, by Houghton Mifflin is also used by PS 54's social studies teachers in whole class lessons.	Small Group/Whole Class	During Literacy Block Cluster Program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling by School Psychologist. Psychologist also sees "at risk" students.	At-risk, as mandated by IEP	During the school day.
	Social Worker on staff three days per week.	At-risk, as mandated by IEP	During the school day.
	One part time guidance counselor, one full time guidance counselor (pending hiring).	At-risk, as mandated by IEP, as needed.	During the school day.
	Speech and Language Pathologists. Most therapy is curriculum based and aligned with classroom work.	As mandated by IEP	During the school day.
	Adaptive Physical Education. Targets gross-motor deficits and focuses on loco-motor and object-control skills.	As mandated by IEP	During the school day.
Hearing Services/Academic Intervention. This program is designed to help students with	As mandated by IEP	During the school day.	

	<p>auditory training and speech/reading skills. The purpose is to assimilate and achieve in the mainstream classroom.</p> <p>Vision Services provide vision therapy to students who are visually impaired to help them achieve academic success.</p> <p>Physical Therapists provide services in both individual and small group setting in the classroom, OT room, lunchroom, schoolyard.</p> <p>Occupational Therapists provide services that promote success in classroom responsibilities, functional sensory motor skills. Activities of daily living and transitioning from school to post-school activities.</p>	<p>1:1 as mandated by IEP</p> <p>1:1 or group as mandated by IEP</p> <p>1:1 or group as mandated by IEP</p>	<p>During the school day.</p> <p>During the school day.</p> <p>During the school day.</p>
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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.

100% of teachers at PS 54 are Highly Qualified. To keep our Highly Qualified Teachers, quality professional development has been offered to afford them ample opportunity to build upon the knowledge and experience they already possess. Thoughtful, professional development that meets the academic needs of teachers will be offered during the 2012 – 2013 school year:

Universal Design for Learning and Multiple Entry Points

Depth of Knowledge in the Classroom

Accountable Talk and Discussion within the Classroom

Math Exemplar Professional Development

Instructional Shifts and the 2012 – 2013 Citywide Instructional Expectations in English Language Arts and Math

Journeys (Technology Component from our Journeys, Houghton Mifflin Reading Program)

Implementation of Units of Study in Writing

Text Complexity

The following Professional Development Workshops are offered by CFN409. Instructional Leads and/or Lead Teachers attend and turnkey information to the staff.

Carl Anderson (Writing)

Math Exemplar

Special Education Study Group (New Special Education Teacher Workshops)

Foundations

Quality Review for Teachers

Text Complexity

In addition to quality professional development, teachers are given the opportunity to share best practices with their colleagues through intervisitation cycles. Student teachers and student observers from The College of Staten Island, St. John's University and Oneonta New York are given to teachers who are highly effective and express a need to share their knowledge with others. Teachers have opportunities to make decisions for the school by being part of our Instructional Team or Inquiry Team. Study groups are also formed whereby teachers can delve deeper into curriculum areas that are of interest to them.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- ***Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology:***

The following workshops are scheduled:

- Accessing **ARIS** (Parents receive access numbers and instruction on the effective navigation of ARIS.)
Given by Parent Coordinator and Data Specialist
- Accessing the **Scantron Performance Series** assessment website (parents receive the tools they need to retrieve their children's scores and access instructional activities aligned with learning needs.)
- Common Core Learning Standards workshops (Parents will understand the expectations of the new Common Core Standards as well as information about how they can help their children meet the new Standards.)
- ELA and Math Test Overview (Parents will understand the content of the upcoming ELA and Math exams and will receive strategies to help their children.)

- ***Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children:***

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

We encourage parents to attend **PTA Meetings**, during which the Principal and Assistant Principal inform parents of new programs and initiatives.

Our website, **PS54 Ladybugs** and **Beetle, our school newspaper online** informs parents of ongoing programs that are offered in the school.

Our parent representatives on the **School Leadership Team** play an active role in school-wide decision making. Parents who do not currently serve on the team are always invited to attend SLT Meetings as guests.

- ***Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress:***
 - Parents are given a **Parent Handbook** in September which outlines school policies and procedures.
 - Global Connect**, our new phone system alerts parents of meetings, special events, and important news that impact the school day.
 - Progress Reports** are sent home in January prior to the mandated report cards.
 - Teachers consistently **phone parents** to inform them of their child's progress throughout the year.
 - The school website **PS 54 Ladybugs**, fosters a partnership between school and home through interactive communication.
 - The PTA's newsletter, **The Beetle**, is a valuable resource for informing parents of school events and for fostering a caring and effective home-school partnership.
 - Home-School correspondence folders**, which go home daily, are maintained for every child.

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

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

 - Common Core Learning Standards** workshops in English Language Arts and Math
 - Accessing and understanding **ARIS**
 - Accessing and understanding the **Scantron Performance Series** assessment Website

In addition;

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

- ***Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand:***
 - Notices are sent home in all languages. Our ESL Teachers send all parents of ELL students a **Preferred Home Language Survey** which is then maintained throughout the school year.
 - We elicit the assistance of our staff in **translation services**. As a result, have a list of translators available at the school at all times.
 - DOE translator service** (NYC Translation and Interpretation Unit) is utilized for school meetings and three way home phone calls.
 - Our **School Leadership Team**, consisting of PTA members and parent representatives works in close collaboration with school administration in all matters of instruction. SLT parents share information about school and parent related programs, meetings and other activities with other parents at PTA meetings and PTA sponsored events.
 - Our full-time trilingual **Parent Coordinator** communicates regularly with parents concerning all matters of school and parent related issues.

- ***Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community:***
 - Professional Development and ongoing informal workshops in the effective use of our **School Website** is a collaborative effort on the part of both parents and teachers. Parents and teachers are both contributors to the effective functioning of this resource.
 - Disney Musical Theater affords parents the opportunity to work with their children and teachers in order to produce a spring musical.
 - Our **Parent Coordinator** regularly attends workshops focused on building community and increasing parent involvement. She turnkeys this information to the staff.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title One 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 One program. This information will be maintained by the school.

In developing the Title One Parent Involvement Policy, parents of Title One 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 One 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 One program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact:***

We held a Title One Meeting in December which gave parents an overview of the Title One Program. We have one Title One parent representative that attends Title One Meetings. This parent shares information with SLT and PTA membership.

Engage parents in discussion and decisions regarding the required Title One set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

At the Title One Meeting and the School Leadership Team meetings, it was decided that Title I funding would be utilized to implement an Open Access Library Program. Our Library will remain open two days a week from 3:13 p.m. – 5:30 p.m. and two mornings a week from 7:00 a.m. – 8:00 a.m., thereby accessible to all PS 54 families.

- ***Ensure that the Title One funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;***

Open Access Library affords the opportunity for students to use the library after school hours with their parents. The library teacher has planned story hours, technology based activities, book clubs, and parent workshops which enables all of our families to use our library.

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

- ***Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office:***

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

- **Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home:**

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

Academic Workshops

- Adult ESL – (throughout the school year Mon- Wed 8:30 a.m.)
- An Overview of Everyday Math and How It Aligns to the Common Core – November 2012
- An Introduction to the Common Core State Standards – Literacy and Math – September 2012
- Introduction to Everyday Math and the Alignment to the Common Core – October 2012
- ESL Parent Workshop – Introduce ESL Parents to Dolch Word List/Make and Take Word Cards – November 2012
- Text Complexity – January 2013
- An Overview of the English Language Arts and Math State Exams – February 2013
- Social Studies Family Night - May 2013
- Family Math Night - March 2013
- Science Exp – March 2013
- Spelling City Workshop

Parenting Workshops

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

Community Outreach Events/Workshops

- **Laser Show (September 2012)**
 - Spook and Read Grades K-2 (October 2012)
 - Movie Night Grades 3-5 (October 2012)
 - Holiday Fair (December 2012)
 - Concert and Dessert (December 2012)
 - Laser Show (January 2012)
 - A Date With Teddy Grades K-3 (February 2013)
 - Movie Night Grades 4-5 (February 2013)
 - Volunteer Breakfast (February 2013)
 - Spring Fling (March 2013)
 - Pre-K Carnival of Literacy Activities (May 2013)
 - Mother/Daughter Day Zumba (May 2013)
 - Father/Son Basketball (June 2013)
- **Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;**

-The following workshops are scheduled for parents to help them understand the accountability system, Accessing ARIS, Accessing the Scantron Website, Common Core Standards.

-The Parent Coordinator and Assistant Principal meet with parents to further explain the Standards and assessments.

-The School Survey and Report Card are discussed at School Leadership and PTA Meetings.

- Information regarding our School Report Card and Learning Environment Survey is placed in our school website, *PS 54 Ladybugs*.

- **Host the required Annual Title One Parent Meeting on or before December 15th of each school year to advise parents of children participating in the Title One program about the school's Title One funded program(s), their right to be involved in the program and the parent involvement requirements under Title One, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;**

We held a Title One Meeting in December which gave parents an overview of the Title I Program. We have one Title One parent representatives who attends Title One Meetings. Title One parent, who is also a member of our SLT then turnkeys information to SLT and PTA members.

Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions:

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

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

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

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

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

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

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

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

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

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

Classroom teachers conduct Curriculum Conferences for all parents in late September

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

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

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

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

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

Scheduled Family Events include:

- Spook and Read Grades K-2 (October 2012)
- Halloween/Fall Celebration 3-5 (October 2012)
- Holiday Fair (December 2012)
- Concert and Dessert (December 2012)
- Laser Show (January 2013)
- A Date With Teddy Grades K-3 (February 2013)
- Movie Night Grades 4-5 (February 2013)
- Volunteer Breakfast (February 2013)
- Spring Fling (March 2013)
- Pre-K Carnival of Literacy Activities (May 2013)
- Mother/Daughter Day Zumba (May 2013)
- Father/Son Basketball (June 2013)

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

-Open Access Library enables parents to borrow children's books and books on parenting skills.
 -In addition, our Parent Coordinator maintains a Bulletin Board which displays updated resources and events. She also maintains instructional resources, including literature and tools that will assist parents as they work with their children.

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

-Fathers are encouraged to be chaperones on trips and during in-school events.
 -Fathers are encouraged to assist with set making for our Disney Musical Theater Program.
 -We are conducting a father/son basketball afternoon in June.

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

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

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

- Report Cards are distributed in November and March. Formal kindergarten report cards are distributed in January.
- School wide interim Progress Reports are distributed in January.
- Parents are notified of their child's reading level after the child is assessed using the Teacher's College Reading Assessment. This assessment is done in October, January, March and June.

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

- The Beetle*, our school newspaper, is placed online monthly. *The Beetle* gives information about all events that are ongoing in the school.
- Our website, www.PS54Ladybugs.org also gives information about the events in our school.
- Our new phone system, *Global Connect* informs parents about upcoming events.

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

HOUGHTON-MIFFLIN HARCOURT "JOURNEYS" READING PROGRAM Our Journeys, Houghton Mifflin, ELA Program, currently being implemented in grades K through 5, offers a comprehensive program for our students. *Journeys* is a core reading program that is aligned to the Common Core Standards. It includes all the key elements presented in reading instruction, including reading comprehension, phonics instruction, listening and speaking components and writing. It is designed to meet the diverse needs of all students. There is an Intervention component as well as an ESL support program. Strategies embedded in these programs include: Scaffolded instruction for ELLS which supports regular classroom instruction, includes scaffolding for Beginning, Intermediate, Advanced and Advanced High ELLS. Large, colorful Language Support Cards build background and promote oral language, and develop high-utility vocabulary and academic language. English Language Learner Leveled Readers utilize sheltered text which connect to the main selection's topic, vocabulary, skill and strategy. Audio CDs provides models for oral reading fluency. For SWD ELLS The Journeys Primary Reading Toolkit provides instructional routines that reinforce and apply the principles of phonics, phonemic awareness, vocabulary, fluency and comprehension. The I Do, We Do, You Do organization of the Intervention Toolkit provides a gradual-release model. Through the utilization of these Program Components for our SWD-ELL population, we anticipate that focused instruction in key reading skills that is perfect for small group instruction. In addition, the program offers focused assessments that evaluates the effectiveness of the intervention. We hope to implement this program in all grade before the end of the school year. In grades K-1 we supplement ESL instruction for our SWD-ELL students with the Wilson Foundations intervention

program. This program focuses on early literacy skills, such as phonics and phonemic awareness in a structured and sequential manner.

TEACHERS COLLEGE UNITS OF STUDY IN WRITING is a comprehensive writing program that is aligned to the Common Core Learning Standards. Students are taught the skills of writing through comprehensive instruction throughout the writing process (prewriting, writing, revision and editing) in a supportive and effective manner.

EVERYDAY MATH *Everyday Mathematics* is a research-based curriculum developed by the University of Chicago, School of Mathematics. Students acquire mathematical knowledge and skills, and develop a thorough understanding of mathematics, from hands-on, real-life experiences. Instruction in *Every Day Math* is all-inclusive, meeting all requirements of the New York State and New York City Mathematical Standards. This year, the Administration has developed a school wide pacing calendar that aligns Everyday Math lessons to the Common Core Learning Standards.

SOCIAL STUDIES Based on the New York State Core Curriculum. The teaching of Social Studies includes explorations of history, geography, economics, government, and civics. Students learn about the people, places, eras, and events shape our world. Instruction is offered in the classroom, as well as by one part time Social Studies Cluster Teachers.

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

ARTS: At P.S.54, the study of music, theater, and visual arts enriches student learning across the entire curriculum while developing students' expressive abilities, and build skills and knowledge in a variety of forms. The arts programs are coordinated by three full time teachers. One licensed music, one drama teacher, and one early art teacher use Blueprint for the Arts to deliver classroom instruction.

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

The PS 54 School day is divided into seven academic periods. The Reading Block is two full classroom periods. Extended day is offered for students who are performing below standards. Students meet with teachers in the ratio of 10:1 for general education students and 5:1 for special education students. Extended day is scheduled from 2:20 p.m. – 3:10 p.m. on Monday and Tuesday. Our English Language Learners remain in school from 2:20 – 4:10 p.m. on Monday and Tuesday to receive extra support in English Language Arts. Lead Teachers assist classroom teachers to help them develop effective pedagogy.

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

International food festivals which embrace all aspects of culture (food, dance, clothing, music) are held throughout the year. Teachers will be sent to *Respect For All* Workshops and turn-key information and curriculum to the staff. Stand Up and Lead, an anti-bullying program that focuses on building leadership among students is being implemented in PS 54 beginning in February 2013.

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

Teachers are effective in aligning their curriculum to the Common Core Learning Standards. Our Everyday Math program is aligned to the standards, as is our Journeys ELA Program. Lead Teachers and Instructional Leads attend workshops and turnkey information to classroom teachers. All teachers complete a Citywide Instructional Task on ELA and Math which are aligned to the Common Core Learning Standards. Exemplars in math are implemented into our math curriculum to further align our work in math to the Common Core Learning Standards.

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

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

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

All PS 54 teachers are Highly Qualified.

Support home-school relationships and improve communication by:

- ***Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;***

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

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

-Parents are notified of their child's reading level after the child is assessed using the Teacher's College Reading Assessment. This assessment is done in October, January March and June. During these times, parents are encouraged to meet with the classroom teacher to discuss their child's progress.

- ***Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;***

PS 54 held a Title I meeting in December 2013. At that meeting, the principal explained 2012 – 2013 funds were being used to keep our school library opened two afternoons a week from 3:10 p.m. – 5:30 p.m. The library will also be opened two mornings from 7:00 a.m. – 8:00 a.m. The library teacher will encourage parent involvement by holding workshops for students and their parents.

- ***Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;***

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

- ***Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;***

- PS 54 provides each parent whose primary language is a covered language, and who require language assistance services, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are downloaded from:

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

- PS 54 has posted, near the primary entrance to the school, a sign in each of the most prominent covered languages, indicating the availability of interpretation services. In addition to these postings, the availability of language and interpretation services is also posted on our PS 54 School Website and on the Parent Coordinator's Bulletin Board. Translated signs in the covered languages, are downloaded at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>
 - The PS 54 and DOE's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.
 - Translated signs, in the covered languages, are downloaded at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;***
- PS 54 determines, within ten days of a student's enrollment, the primary language spoken by the family, and if this language is not English, whether the parents require language assistance in order to communicate effectively with the school staff. In accordance with this schedule:
 - Our ESL teachers ensure that our ELL parents receive all pertinent correspondence in their native language, by referencing the Preferred Language Forms. These forms are sent home in the beginning of the school year, and their return is monitored.
 - Returned forms are kept on file in our ESL Office. Depending on the preferred language, all important correspondence is translated and sent home accordingly.
 - PS 54 provides parents whose primary language is a covered language with the translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, legal or disciplinary matters, and entitlement or placement in any Special Education, English, Language Learner or non-standard academic program.
 - We utilize the DOE Translation and Interpretation Unit for any written documentation for which translation is required, and cannot be satisfied by school staff.
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;***
- Parents are actively involved in the planning and ongoing implementation of all Title One Programs. This work takes place during Title One meetings, School Leadership Team meetings and PTA Meetings.
 - A parent survey will be developed by the PTA. The PTA sub-committee on Parental Involvement and Title One Parent Committee creates an annual parent survey. This survey, to be presented in the Spring, will include parent opinions on curriculum, tone of school, as well as an evaluation of the quality of parent involvement opportunities and suggestions on how to improve communication. The PTA will be responsible for conducting the survey, disseminating the results, and presenting recommendations based on these results, to the School Leadership Team. Parents will be responsible for responding truthfully to the survey, and stipulations will be in place to insure school-wide parental response. The results of this survey will drive the focus for the following year's CEP and will play an integral role in the evaluation of the content and effectiveness of our parental involvement policy in improving the quality of the P.S. 54 Title One Program.
 - In addition to the PTA School-wide Parent Survey, P.S.54 will once again participate in the annual NYCDOE Parent Survey that will become an integral part of the 2012-13, P.S. 54 Progress Report.
 - Our intentions are to continue to identify barriers to greater participation by parents in responding to the survey, with particular attention to parents who have limited English proficiency, have limited literacy, or are of racial or ethnic minority background. Our P.S. 54 Parent Coordinator will continue to work closely with these parents, reaching out to them both at school and at home, in order to ensure that they have ample opportunity to become involved in the evaluation of the content and effectiveness of our parental involvement policy in improving the quality of the P.S. 54 Title One Program. The survey will be translated to languages as needed.

- ***Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;***
- As of September 2010, The New York City Department of Education has provided parents a new online link **(ARIS) the Achievement Reporting and Innovation System**. This Parent Link is an online tool provided in nine languages giving parents access to their children achievement and information about their grades, periodic assessment results, state test scores, enrollment history, and attendance information. Parents can also see Progress Reports, Quality Reviews and State Report Cards
- Along with ARIS workshops, our Parent Coordinator and our Data Specialist conduct one-on-one meetings with parents to assist them in navigating ARIS. By sharing this academic information with parents, we believe that parents can become active partners in their children's education.
- In addition, parent-teacher conferences are held the day after the distribution of Report Cards in November and March. School-wide interim Progress Reports are distributed in January. Parents are notified of their child's reading level after the child is assessed using the Teacher's College Reading Assessment. This assessment is done in October, January, March and June. During these times, parents are encouraged to meet with the classroom teacher to discuss their child's progress.
- Our teachers consistently notify parents of any concerns and/or issues regarding performance profiles and individual student assessment results, and school issues.
- Information regarding school issues are posted on our school website.
- ***Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;***

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

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

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

- Each student maintains a red PS 54 folder. This folder is take home each night. Teachers distribute important notices to parents via this folder with a return “tear-off” slip attached. Notices are sent to parents in their native languages.
 - Teachers and/or the Family Coordinator call parents who do not return “tear-off” to ensure they have received notification of upcoming appointments.
 - Our Parent Coordinator reaches out to non-English speaking parents, as well as those who are non-responsive.
 - Meetings and events are posted on our School Website, and are communicated through Global Connect announcements.
- ***Arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;***

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

-Classroom Celebrations such as Publishing Parties, are scheduled throughout the school year. During these celebrations, parents participate in their children’s learning outcomes.

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

- ***Planning activities for parents during the school year, e.g., Parent-Teacher Conferences;***
- Parent-teacher conferences are held the day after the distribution of Report Cards in November and March. During Parent Teacher Conferences we hold a Gently Used Book Fair. Information about Common Core Standards is given during Parent Teacher Conferences. The Parent Coordinator also distributed information about making the most out of the parent teacher conference and supporting a child’s education.
- Classroom teachers conduct Curriculum Conferences for all parents in late September.
- Parents are encouraged to attend PTA Meetings. Events such as Color Guard, Reader of the Month and Concerts are scheduled during the PTA Meeting to encourage increased attendance.

Scheduled Family Events include:

Student of the Month Celebration Every Month (September – June)

- Spook and Read Grades K-2 (October 2012)
- Halloween/Fall Celebration Grades 3-5
- Holiday Fair (December 2012)
- Concert and Dessert Sharing (December 2012)
- Laser Show (January 2012)
- Festival Of Flavors ELL Event (January 2012)
- An Evening With Teddy Grades K-3 (February 2013)
- Movie Night Grades 4-5 (February 2013)
- Volunteer Breakfast (February 2013)
- Bunny Tales (March 2013)
- Spring Fling (March 2013)
- Pre-K Carnival of Literacy Activities (May 2013)
- Mother/Daughter Zumba and Ice Cream Evening (May 2013)
- Father/Son Basketball Evening (June 2013)

Provide general support to parents by:

Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

All of our school staff welcomes a close partnership of teachers and parents. Collaboration is always encouraged. Administrators, Parent Coordinator, and Teachers at PS 54 maintain an Open Door Policy.

We plan school-wide events with our parents in mind and always accommodate parents with special needs and/or situations. Our trilingual Parent Coordinator is always available to welcome visiting parents and service their needs. In the cases of potential conflict, most parents seek a resolution at the school level.

- ***Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can***

Academic Workshops

- Adult ESL – (throughout the school year Mon- Wed 8:30 a.m.)
- An Overview of Everyday Math and How It Aligns to the Common Core – November 2012
- An Introduction to the Common Core State Standards – Literacy and Math – September 2012
- Introduction to Everyday Math and the Alignment to the Common Core – October 2012
- ESL Parent Workshop – Introduce ESL Parents to Dolch Word List/Make and Take Word Cards – November 2012
- Text Complexity – January 2013
- An Overview of the English Language Arts and Math State Exams – February 2013
- Social Studies Family Night - May 2013
- Family Math Night - March 2013
- Science Exp – March 2013

Parenting Workshops

- Pre-K Family Events – Ongoing throughout the School year.
- Pre-K Nutrition and Healthy Development of Young Children September 2012
- Pre-K – It's Not Just Play - October 2012
- Pre-K – What is Early Literacy – December 2012
- Middle School Information Meeting – December 2012
- Positive Discipline and Behavioral Guidance – January 2013
- Fostering Rich Literacy at Home – February 2013
- Who's the Boss (Part One) – Understanding Parenting Styles and how it affects children – February 2013
- Who's the Boss (Part Two) – Understanding Parenting Styles and how it affects children – March 2013
- Managing Difficult Behavior in Children March 2012
- Family Math Night - March 2012
- Controlling Clutter = Better Grades – Tips to Stay Organized – May 2013
- Helping Children Succeed During the Summer Break - May 2012

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

The lines of communication are essential in advocating parental involvement in the development of the PS 54 School Parental Involvement Plan. This will be achieved by utilizing the services of the Parent Coordinator, the school newspaper (*The Beetle*), and by posting notices announcing opportunities for parental involvement in school activities, functions, and decisions-making processes. Notices of these opportunities will also be sent home with students with tear-off return attachments, for the purpose of eliciting parental responses. The communication of best practices for effective communication, collaboration and partnering with all members of the school community is an ongoing process at PS 54. Communication issues are regularly presented, discussed and resolved during Faculty Conferences, PTA meetings and School Leadership Team meetings. Some outcomes this year have included our PS

54 School web-site and the Global Connect Telephone communication system. In addition, every parent receives a parent handbook which outlines all school policies and instructional programming.

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

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

- ***Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;***

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

- ***Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;***

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

Parent/Guardian Responsibilities:

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

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

- Making sure my child is on time and prepared everyday for school;
- Monitoring attendance and ensuring that my child arrives to school on time;
- Following the appropriate procedures to inform the school when my child is absent;
- Sending in a note indicating the reason for the child's absence;
- Talking with my child about his/her activities every day;
- Scheduling daily homework time;
- Providing an environment conducive for studying;
- Making sure that homework is completed;
- Monitoring the amount of television my children watch;
- Ensuring that my child comes to school rested by establishing a schedule for bedtime based on the needs of my child and his/her age;
- Setting limits to the amount of time my child watches television or plays video games;
- Promoting positive use of extracurricular time such as, extended day opportunities, clubs, team sports and/or quality family time; and,
- Taking advantage of extracurricular activities within the school community.

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

- Using ARIS website for obtaining information about child's academic progress;

- Communicating with the classroom teacher via the P. S. 54 Website;
- Volunteering in my child's classroom if called upon;
- Participating, as appropriate, in decisions relating to my children's education;
- Participating in school activities on a regular basis;
- Staying informed about my child's education and communicating with the school by promptly -Reading all notices from the school or the school district, either received by my child or by mail, and responding as appropriate;
- Reading together with my child every day;
- Providing my child with a public library card;
- Communicating positive values and character traits, such as respect, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school's discipline policy;
- Expressing high expectations and offering praise and encouragement for achievement;
- Visiting the school's library to assist with book selection and research papers;
- Checking and assisting my child in completing homework tasks, when necessary;
- Reading to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Signing the student behavior contract;
- Signing all homework and reading logs;
- Encouraging my child to follow school rules and regulations, and discuss their impact with my child;
- Volunteering in my child's school or assisting from my home as time permits;
- Participating, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs;
- Staying informed about their education by promptly reading and responding to all notices received from the school or district;
- Responding to surveys, feedback forms and notices when requested;
- Reviewing the Standards with our children;
- Contacting the teacher if a problem arises. Considering requests for services (OT, PT, Speech, academic evaluations, enrichment activities, etc.) when addressed as needed;
- Becoming involved in the development, implementation, evaluation and revision of the Parent Involvement Policy and this Compact;
- Participating in or requesting training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- Taking part in the school's Parent-Teacher Association or serving to any extent possible on advisory groups, e.g., Title I Parent Committees and/or School or District Leadership Teams;
- Attend various workshops, meetings, and events held at PS 54.
- Refer to the Bulletin Board our Parent Coordinator maintains containing opportunities for parents to partake in various training/learning opportunities; and,
- Share responsibility for the improved academic achievement of my child;

II. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn; and,
- Always give 100% of my effort.

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

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

Home Language Identification Survey:

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

Language Assessment Battery-Revised:

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

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

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

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

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

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

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

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

Students who have not attained a score of "Proficient" (P) in their 2010-2011 NYSESLAT assessments will be administered the NYSESLAT in the Spring of 2012. A comprehensive plan for testing is prepared annually and submitted for approval to the DOE Office of English Language Learners. The P.S. 54 NYSESLAT TESTING SCHEDULE AND SCORING PLAN includes a Testing Schedule, Dates of Testing, Testing Grades, Format and Areas to be Tested, Time of Tests, Proctors Administering the Tests, Testing Rooms and Locations, and a breakdown of Students to be Tested. This information is carefully structured and adhered to in order to secure the best possible testing conditions for our ELL students. Our licensed ESL Teachers administer the NYSESLAT and are assisted by licensed pedagogues who have completed the mandatory ESL training.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	71	0	15	17	0	11	0	0	0	88
Total	71	0	15	17	0	11	0	0	0	88

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1) How is instruction delivered?

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

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

a. What are the organizational models?

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

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

A. Programming and Scheduling Information

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

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

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

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

b. What are the Program Models?

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

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

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

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

The Reading Block in a Balanced Literacy Program:

THE READING WORKSHOP

8:10 – 9:30

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

Students focus on prior day's TP in Leveled Books

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

All children gather in the meeting area:

•Modeling of TP/Shared Reading:

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

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

-Connection (connect new learning to prior knowledge)

-Teaching Point (teach/model new strategy)

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

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

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

Students return to seats:

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

A. Programming and Scheduling Information

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

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

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

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

GUIDED READING

SMALL GROUP DIFFERENTIATED INSTRUCTION

Guided Reading/

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

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

-Teacher instructs a Guided Reading group.

All students work in small groups.

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

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

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

ESL instruction is aligned with the Common Core Standards in Reading. Houghton Mifflin Harcourt Journeys supports the Common Core by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language. The program provides ample practice and application of reading skills using a variety of meaningful resources and activities suited to different types of learners to reinforce instruction and learning. Specific skills that are aligned with the Common Core Standards include Discussions and Presentations, Teacher-Student Reading Conferencing, Utilizing Technology in Reading, Spoken and Written English Language Conventions, and High-Frequency Words.

PS 54 has a Common Core Curriculum Team of teachers in place who facilitate the professional development of all teachers of ELLS. During weekly Teacher Team Meetings, classroom teachers of ELLS discuss samples of ELLS' work and it's alignment with Common Core expectations. As a result, strategies and good teaching practices that embed the philosophy of the Common Core Standards in reading instruction are established for our ELL students. Such strategies range from comprehension to specific decoding strategies, depending on the student work presented. ESL teachers assist classroom teachers of ELLS in their understanding of teaching reading to LEP students.

A tutoring program, facilitated by graduate students from The College of Staten Island, is offered to our high-need (Extension of Services)

A. Programming and Scheduling Information

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

Small-group Guided Reading instruction that provides support for struggling readers, advanced readers and English Language Learners is practiced by all classroom teachers during Reading Workshop. During this time, our ESL teachers push-in to assist in Guided reading with ELLs. In addition, our new 5th grade teacher has a dual license as both a Classroom Teacher and ESL. During Guided Reading, our 5th grade ESL students stream into her classroom to participate in focused instructional strategies during ESL Guided Reading intervention.

Leveled Readers, including some bilingual books, provide comprehension and vocabulary support for all students. We are currently reaching out to community resources in order to acquire books in the native languages of our many diverse student population. All ELLs are matched with Leveled Independent Reading Books. Reading Conferencing and small Guided reading Group Instruction help to support ELL students and facilitate their growth.

The PS54 Inquiry/Teacher Teams examine reading work samples during weekly Teacher Team meeting. Alignment with the Common Core Standards is discussed. Each team member offers advice on ways to increase students' progress, and passes this along to the classroom teacher as well as the ESL teacher. These strategic intervention strategies are utilized to help fulfill the instructional needs of the child and ensure that the Common Core Reading Standards' expectations are met.

Developmental Reading Analysis (DRA) and Reading Assessment Profile (WRAP) assessments are administered triennially during predetermined benchmark periods for grades K-3 as designated in each individual teacher's Monitoring for Results Program. As a result, teachers are able to focus on specific strategies such as decoding and comprehension skills during Guided Reading instruction. This tool is utilized to track the reading levels of the ELL students throughout the school year. Teachers assign an interim goal for each student based on outcomes, and instruction commences accordingly.

For students in Grades 4 and 5 we have implemented an alternate method of Reading Assessments. This method, The Teachers College Reading assessment program, offers our ELL students a more thorough analysis of their reading profile, including a comprehensive miscue analysis, reading Comprehension and Writing assessment. Based on this assessment, teachers are able to focus their intervention of specific skills such as decoding errors, and or gaps in comprehension.

EveryDay Mathematics is followed by all teachers of ELL students in grades K-5. Math Games are utilized for the differentiation of instruction. This approach offers manipulative materials that will enhance our ELLs' understanding of math concepts. We hope funding becomes available for a Pull-Out Math Intervention Program which is attended by our ELL students based on their abilities and needs.

The Reader's Workshop engages students in instructional Mini-lessons, Read Alouds, Shared Reading, Buddy Reading, Independent Reading and Guided Reading. Academic rigor includes knowledge-based constructivism that includes such strategies as tapping prior knowledge, brainstorming, linking knowledge to a process and making links to content areas. ELLs have a great deal of prior knowledge and we engage in strategies to tap into it, in order to bring their prior experiences to the instruction at hand.

The types of questions the children are asked are modeled after Bloom's Taxonomy in order to facilitate critical thinking. Therefore, questioning includes not only questions of literal comprehension, but also questions that require interpreting, illustrating, diagramming, comparing, contrasting, inventing, creating criticizing debates and justifications.

P. S. 54 has very high expectations and all learners are required to reach performance standards. Materials for instructional components of Balanced Literacy include classroom-based readying programs that incorporate ESL strategies and techniques. Foundations, Words Their Way and Curriculum Press Phonics, are the word-work structure strategies for grades K-2.

In addition, our online reading program presents our ELL students and their families with easy access to leveled books online which support student reading through computerized Read Alouds and comprehension questioning.

All ELLs receive instruction through Total Physical Response approach (TPR). By using this method students are totally involved in the language acquisition experience. This instructional practice includes tapping prior knowledge, brainstorming and other scaffolding techniques. During their pull-out and one-on-one mentoring instruction, ESL teachers utilize a Language Experience Approach (LEA) to

A. Programming and Scheduling Information

learning. This approach uses what a child already knows about the English Language to build on language and fluency.

The classroom teachers and ESL teachers confer frequently regarding individual student's progress or needs, and what adjustments have to be made in order to further assist the ELL student. These adjustments might include, for example, adding various culturally diverse reading materials of different levels into the child's library of books. Ongoing discussions include the curriculum modifications, and the formulation of the daily and long-range goals, keeping in mind the levels of language acquisition. Assessing is ongoing through the utilization of both formative and summative assessment data. Some assessment tools include: responsive journal writing, Standards-based Writing, DRA, WRAP, students' projects and research, and the NYC Periodic Assessments. Periodic/Summative Assessments include ECLAS-2, E-PAL, Scantron Performance Series in ELA and Math, Acuity Predictive in ELA and Math.

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, or ESL)

There are two full time ESL teachers on staff, and one Part-Time (F-Status) licensed ESL Teacher how are assigned specific grade levels. Educational programs for ELLs are staffed with teachers who demonstrate strong academic language proficiency, in both English and other languages of instruction, and are equipped with the appropriate teaching certifications, are engaged in professional development, and skilled in both content and pedagogy.

An attempt is made at the beginning of each school year to design each ESL teacher's program to provide the mandated 180 or 360 minutes for every student within their assigned grades. The school day begins at 8:10 and ends at 3:00, during which Mrs. Gutman instructs our K-2 ELLs and Mrs. Portney instructs our 3-5 ELLs, and our Part-time teacher meets with students who require additional mandated minutes. During this time, each of our ESL Teachers meet with small groups of students, and focuses on individual students' needs.

Each ESL Teachers' schedule of meeting times is indicated below:

Mrs.Gutman services grades K-2nd grade. Her schedule is as follows:

Monday

8:10-8:55 Mrs.Kalfa (1st/2nd grade special education)

9-9:30 Mrs.Lombardi (2nd grade)

9:35-10:20 Mrs. Salters (2nd grade)

10:25-11:10 Mrs.Peghi (1st grade)

11:15-12:00 Mrs.Kalfa (1st/2nd grade special education)

12:10-1:00 Lunch

1:05-1:50 Kindergarten

1:55-2:40 Mrs. Salem (1st grade)

Tuesday

8:10-8:55 Mrs.Kalfa (1st/2nd grade special education)

9-9:30 Mrs.Lombardi (2nd grade)

9:35-10:20 Mrs. Salters (2nd grade)

10:25-11:10 Mrs.Peghi (1st grade)

11:15-12:00 Mrs.Kalfa (1st/2nd grade special education)

12:10-1:00 Lunch

1:05-1:50 Kindergarten

1:55-2:40 Mrs. Salem (1st grade)

Wednesday

8:10-8:55 Mrs.Kalfa (1st/2nd grade special education)

9-9:30 Mrs.Lombardi (2nd grade)

9:35-10:20 Mrs.Peghi (1st grade)

10:25-11:10 Mrs. Salters (2nd grade)

11:15-12:00 Prep

12:10-1:00 Lunch

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1:05-1:50 Kindergarten

1:55-2:40 Mrs. Salem (1st grade)

Thursday

8:10-8:55 Mrs.Kalfa (1st/2nd grade special education)

9-9:30 Mrs.Lombardi (2nd grade)

9:35-10:20 Mrs. Salters (2nd grade)

10:25-11:10 Mrs.Peghi (1st grade)

11:15-12:00 Prep

12:10-1:00 Lunch

1:05-1:50 Kindergarten

1:55-2:40 Mrs. Salem (1st grade)

Friday

8:10-8:55 Mrs.Kalfa (1st/2nd grade special education)

9-9:30 Mrs.Lombardi (2nd grade)

9:35-10:20 Mrs. Salters (2nd grade)

10:25-11:10 Mrs.Peghi (1st grade)

11:15-12:00 Lunch

12:10-12:55 Prep

1:05-1:50 Kindergarten

1:55-2:40 Mrs.Kalfa (1st/2nd grade special education)

Mrs. Portney services grades 3-5th grade, including two students from the CTT 2nd grade.

Her schedule is as follows:

Monday

8:10-8:55 Mrs.Perl/ Dicks (4th gradeCTT, 4th grade)

9-9:30 5th graders

9:35-10:20 Ms. Barbera, Mrs. Amon/Perl, Mrs. Dicks (5th grade, 5th grade CTTand 4th grade CTT)

10:25-11:10 Mrs.Ricco/ Mrs. Dodd (3rd grade)

11:15-12:00 Mrs. Amerosa/ Ms. Portalatin (3/4/5 Special Education)

12:10-1:00 Lunch

1:05-1:50 Mrs. Coven/Wolfson, Ms. Portalatin (2nd grade CTT, 3/4 Special Education)

1:55-2:40 Prep

Tuesday

8:10-8:55 Mrs.Perl/ Dicks (4th gradeCTT, 4th grade)

9-9:30 5th graders

9:35-10:20 Prep

10:25-11:10 Ms. Portalatin, Mrs. Crespi/Friedman (3/4 Special Education, 3rd grade CTT)

11:15-12:00 Mrs. Amerosa/ Ms. Portalatin (3/4/5 Special Education)

12:10-1:00 Lunch

1:05-1:50 Mrs.Ricco/ Mrs. Dodd (3rd grade)

1:55-2:40 Mrs. Perl/ Mrs. Crespi/Friedman (4th grade CTT, 3rd grade CTT)

Wednesday

8:10-8:55 Prep

9-9:30 5th graders

9:35-10:20 Mrs.Perl/ Dicks (4th gradeCTT, 4th grade)

10:25-11:10 Mrs.Ricco/ Mrs. Dodd (3rd grade)

11:15-12:00 Mrs. Amerosa/ Ms. Portalatin (3/4/5 Special Education)

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12:10-1:00 Lunch

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

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

Thursday

8:10-8:55 Mrs.Perl/ Dicks (4th gradeCTT, 4th grade)

9-9:30 5th graders

9:35-10:20 Mrs.Perl/ Dicks, Mrs. Crespi./ Friedman (4th gradeCTT, 4th grade, 3rd grade CTT)

10:25-11:10 Mrs.Ricco/ Mrs. Dodd (3rd grade)

11:15-12:00 Prep

12:10-1:00 Lunch

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

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

Friday

8:10-8:55 Mrs.Perl/ Dicks (4th gradeCTT, 4th grade)

9-9:30 5th graders

9:35-10:20 Mrs.Amerosa, Mrs. Crespi/Friedman, Mrs. Amon/Pecora (4/5 Special Education, 3rd grade CTT, 5th grade CTT)

10:25-11:10 Mrs.Ricco/ Mrs. Dodd (3rd grade)

11:15-12:00 Prep

12:10-1:00 Lunch

1:05-1:50 Mrs. Perl, Mrs. Amerosa, Mrs. Dodd (4th grade CTT, 4/5 Special Education, 3rd Grade)

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

Our F-Status licenced ESL teacher Caroline Coraci, will service all students whose mandated minutes are not satisfied within the above listed schedules. Mrs. Coraci is scheduled to begin her service at PS 54 on Friday, November 28th. She will meet with our two full-time ESL teachers and plan her schedule to accomodate all students requireing additional minutes.

2)

a) How are explicit ESL, ELA, NLA instructional minutes delivered in each program model as per CD Part 154 (see table below)?

The ESL teachers, along with the administration, work together to formulate a schedule that meets the instructional needs of the ELLs in our school. Beginning and Intermediate ELLs receive 360 minutes of ESL instruction per week. The Advanced ELLs receive 180 minutes of ESL instruction per week. Students with IEPs' attendance and activities are entered into the SEIS database daily by the ESL teachers/service providers.

3. Describe how the content areas are delivered in each program model. Please specify language, and instructional approaches and methods used to make content comprehensible to enrich language development.

As per CR Part 154, methodologies, materials and content appropriate to the student's linguistic needs are fully aligned with the NYSED ESL, NLA, ELA, Math, Science and Social Studies Learning Standards. Content area instruction is taught in English in general education classrooms using ESL methodologies, by licensed teachers who have been trained in the mandated ESL training. All the cluster specialty teachers (Content Specialists) service ELLS along with the General Education population students. P.S. 54 has the following Content Specialist teachers:

- Physical Education
- Science
- Social Studies
- Library
- Technology
- Music

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The core curriculum Science and Social Studies provides hands on materials and online resources such as Rand-McNally Classroom and SMART Technology. These resources are utilized for students to further explore content areas. The ESL teacher assists, models and teaches specific content-based language related to the Science/Social Studies curriculum, as needed. There are conversations between the classroom teacher, ELL teacher and Content Specialist about specific vocabulary relating to the topic being taught. This vocabulary then becomes part of the ELL students' word work. ESL materials include Bilingual dictionaries, bilingual Social Studies dictionaries and activity books and audio-visual materials.

Balanced Literacy offers the opportunity for children to read non-fiction material for content area subjects such as Social Studies and Science. ELLS have access to nonfiction material that is part of each classroom's library, as well as a Rigby Classroom Library which also provides the classroom teacher with content area material.

Everyday Math will be maintained for the 2011-12 school year in grades K-5. This approach offers manipulative materials that enhance the ELLs' learning. The ESL teacher assists in mathematics instruction, depending on the individual needs of her students. Targeted intervention is determined by NY State Math Scores, Periodic Assessment Math Scores, Performance on the Everyday Math monthly Progress Reports and by Teacher Recommendation. We hope to again receive additional funding to hire a licensed per-diem teacher who has attained the mandated ESL training, to service all targeted students including ELLS, in grades 3-5.

4) How do you ensure that ELL's are appropriately evaluated in their native language?

We have trained staff that speak a multitude of languages that work alongside the trained ESL teachers to help guide the ELLs in their native language. Pedagogues and staff who may be called upon for interpretation include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs. Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). We also reach out to our diverse group of students who may also assist in helping translate for their peers that do not speak English.

5) How do you differentiate instruction for ELL subgroups ?

-Groups are formed according to instructional needs, and are based on the DRA and WRAP reading levels within the General Education Classroom. Students' interests, learning and expression styles, scores achieved on the ECLAS, E-PAL, Scantron Performance Series and Acuity Predictive are also considered during differentiated instructional grouping.

-Close collaboration between the classroom teacher and the ESL Teacher assures a consistency in the specific instructional needs presented by many of our ELL Subgroup students.

-LAB-R data is utilized to inform instructional programs as the initial determination of how to differentiate instruction (prior to the NYSESLST assessment).

-The New York State English as a Second Language Achievement Test (NYSESLAT)—a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs—when administered each spring, is then analyzed for each students' Proficiency levels. These levels are utilized to group students for differentiated instruction. Each classroom teacher receives this data, and in collaboration with the ESL Teachers, creates interim goals for each of her ELL Students. Goals are aligned with each student's NYSESLAT proficiency levels, classroom performance and the results of periodic testing such as ECLAS, E-PAL and the Scantron Performance Series assessments. These interim goals are tracked on an ELL Tracking form by each teacher of ELL students. Goals are reviewed and revised triannually.

This differentiation takes place for all ELLS, including all subgroups. If an ELL student is also a Special Education student, their classroom and ESL instruction is also aligned in accordance with their Individualized Educational Plan (IEP). Specific classroom Task Goals, directly aligned with the IEP Goals, are tracked using a tracking sheet. Differentiated instruction is based on these goals, and both classroom and ESL teachers address them. English language development, and native language resources (libraries, texts, technology, primary resource

materials) which are available in the classroom and in the school's library, are additional resources that can help accelerate learning.

A Targeted Intervention Plan for ELLS has been in place for the past several years and has continued into this 2011-2012 school year. We

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hope to receive funding for Our "Meeting Success Program" for ELLS which delivers targeted small group instruction for all ELL students, including subgroups. Instruction is delivered by our licensed ESL Teacher, Mrs. Portney and licensed teachers who have completed the mandatory ESL training. This after school instruction is aligned with students' needs as derived from all data sources, both summative and formative, including LAB R and NYSESLAT assessment data.

a. Describe your instructional plan for SIFE?

At this time we do not have any SIFE students. If a SIFE student who has never attended a public school does enroll, the same procedures will be followed as if the student were a new admit (see Part 11). Besides receiving the mandatory minutes, our ESL Teachers will offer one-on-one instruction during our 37.5 minutes SBO to offer our SIFE students additional support.

b. Describe your plans for ELLS in U.S. schools less than three years (newcomers). NCLB now requires ELA testing for ELLS after one year, specify your instructional plan for these ELLS.

A plan for all students who are scheduled to take the ELA assessments, including ELLS who are newcomers, is in place. This plan includes test preparation and differentiated instruction based on students' needs. The students are grouped according to proficiency levels and provided with English Language instruction and test preparation within the classroom with classroom teacher, and during scheduled instruction with the ESL teacher. Depending on funding availability, ELL students will be invited to attend the Title III Meeting Success after school program where they are grouped according to proficiency levels, and provided with test preparation.

c. Describe your plan for ELLs receiving service 4-6 years.

P S 54 has purchased the new Houghton Mifflin Harcourt Journeys ELA program in grades 3, 4 and 5, and we plan to purchase the program for grades K-2 in the near future. This program is utilized by the classroom teacher with support from the ESL teachers during Reading Workshop. Utilizing the ESL and Intervention components, our ESL teachers support ELL students prior to classroom lessons, thereby scaffolding learning. Some ESL components include Write-In Readers that provide intervention for readers who struggle and Reading Tool Kits that provide targeted skill-based intervention to further develop the ELL students' reading. These interventions include support with grammar, sentence structure and vocabulary development. ESL teachers maintain Progress Monitoring boxes that provide ongoing direction for struggling ELLS. This Program will greatly benefit our 4-6 ELLS as the traditional Balanced Literacy Model, of which they have been accustomed, has not been successful for them.

ESL instruction is aligned with the Common Core Standards in ELA. Houghton Mifflin Harcourt Journeys supports the Common Core by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language. The program provides ample practice and application of reading skills using a variety of meaningful resources and activities suited to different types of learners to reinforce instruction and learning. Specific skills that are aligned with the Common Core Standards include Discussions and Presentations, Teacher-Student Reading Conferencing, Utilizing Technology in Reading, Spoken and Written English Language Conventions, and High-Frequency Words. It is hoped that the higher Standards presented through the new Common Core will be beneficial for our 4-6 ELLS.

PS 54 has a Common Core Curriculum Team of teachers in place who facilitate the professional development of all teachers of ELLS. During weekly Teacher Team Meetings, classroom teachers of ELLS discuss samples of ELLS' work and its alignment with Common Core expectations. As a result, strategies and good teaching practices that embed the philosophy of the Common Core Standards in literacy instruction are established for our ELL students. Such strategies range from comprehension to specific decoding strategies, depending on the student work presented. ESL teachers assist classroom teachers of ELLS in their understanding of teaching reading to LEP students. We plan to target our 4-6 ELLS during these meetings.

A tutoring program, facilitated by graduate students from The College of Staten Island, will be offered to our high-need, 4-6 ELLS. These graduate students work with small groups and one-on-one during the school day, offering focused reading intervention that is based on each student's instructional needs.

Small-group Guided Reading instruction that provides support for struggling readers, advanced readers and English Language Learners is practiced by all classroom teachers during Reading Workshop. During this time, our ESL teachers push-in to assist in Guided reading with ELLS. In addition, our new 5th grade teacher has a dual license as both a Classroom Teacher and ESL. During Guided Reading, our 5th

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grade ESL students stream into her classroom to participate in focused instructional strategies during ESL Guided Reading intervention. It is anticipated that this additional ESL-driven instruction will benefit our 4-6 ELLS.

Leveled Readers including bilingual books, provide comprehension and vocabulary support for all students. All ELLS are matched with Leveled Independent Reading Books. Reading Conferencing and small Guided reading Group Instruction help to support ELL students and facilitate their growth.

The PS54 Inquiry/Teacher Teams examine reading work samples during weekly Teacher Team meeting. Alignment with the Common Core Standards is discussed. Each team member offers advice on ways to increase students' progress, and passes this along to the classroom teacher as well as the ESL teacher. These strategic intervention strategies are utilized to help fulfill the instructional needs of the child and ensure that the Common Core Reading Standards' expectations are met.

Developmental Reading Analysis (DRA) and Reading Assessment Profile (WRAP) assessments are administered triennially during predetermined benchmark periods for grades K-3 as designated in each individual teacher's Monitoring for Results Program. As a result, teachers are able to focus on specific strategies such as decoding and comprehension skills during Guided Reading instruction. This tool is utilized to track the reading levels of the ELL students throughout the school year. Teachers assign an interim goal for each student based on outcomes, and instruction commences accordingly.

For students in Grades 4 and 5 we plan to implement an alternate method of Reading Assessments. This method, The Teachers College Reading assessment program, offers our ELL students a more through analysis of their reading profile, including a comprehensive miscue analysis, reading Comprehension and Writing assessment. Based on this assessment, teachers are able to focus their intervention of specific skills such as decoding errors, and or gaps in comprehension.

Our SETTTS Teachers provides small group AIS instruction to select ELLS, including 4-6 ELLS. During this intervention, The Wilson Foundations Phonics Program is utilized in grades K-2, and Wilson Phonics in Grades 3-5.

ESL Teachers utilize their training in QTELL and professional development offered through OELL in their teaching of ESL strategies to target the needs of our 4-6 ELLS.

d. Describe your plan for Long-Term ELLs (completed 6 years).

Students who are classified as Former-ELLs and who have tested Proficient on the NYSESLAT and have therefore tested-out of ELL status, continue to receive testing accommodations for up to two years.

In order to service our long-term ELLs, a greater emphasis is placed on developing these students' individual interests and learning and expression styles to further expand upon their language acquisition and English language skills. Depending on funding availability, long-term and former-ELLs are also invited to attend the Title III Meeting Success after school program, where they are grouped according to proficiency levels, and provided with English Language instruction and test preparation.

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?

Our new Journeys ELA Program, currently being implemented in grades 2 through 5, offers a comprehensive support program for both ELLs and SWD. There is an Intervention component as well as an ESL support program. Strategies embedded in these programs include: Scaffolded instruction for ELLs which supports regular classroom instruction, includes scaffolding for Beginning, Intermediate, Advanced and Advanced High ELLs. Large, colorful Language Support Cards build background and promote oral language, and develop high-utility vocabulary and academic language. English Language Learner Leveled Readers utilize sheltered text which connect to the main selection's topic, vocabulary, skill and strategy. Audio CDs provides models for oral reading fluency. For SWD ELLs The Journeys Primary Reading Toolkit provides instructional routines that reinforce and apply the principles of phonics, phonemic awareness, vocabulary, fluency and comprehension. The I Do, We Do, You Do organization of the Intervention Toolkit provides a gradual-release model. Through the

A. Programming and Scheduling Information

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

Our teachers use a vast array of technology to help the ELL-SWDs population. Students are placed on the computer or use laptops to navigate through sites that help to improve their English. We also have open access time in the computer lab and library that have many materials made available to the ELL-SWDs. Ex: Bilingual dictionaries, native language books (many in Spanish), and websites catering to bilingual education.

Our SETTS Teachers provide small group AIS instruction to select ELLS. During this intervention, The Wilson Foundations Phonics Program is utilized in grades K-2, and Wilson Phonics in Grades 3-5. All ELL-SWDs receive the mandated minutes of ESL instruction stipulated on their IELs.

Our two full-time ESL teachers meet with these students for their 180 minutes, and our F-Status ESL teachers meet with them for their additional mandated times. As a result, all of our SWD-ELLs receive all ESL mandated minutes of instruction. Attendance is documented and entered into SESIS.

PS 54 has a licensed Special Education Teacher who is allocated five periods per week for the position of IEP Coordinator. During these periods, she reviews all SWDs' IEPs in order to insure that all services, as indicated on their IEPs are delivered. In addition, all of our Special Education Teachers, including our three 12:1:1 and our five ITT Special Education Teachers access SESIS and ensure that all services indicated on their students' IEPs are being delivered.

7) How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

All of our PS 54 Student Population intermingle at all times. ELL-SWD students eat lunch, have recess, attend functions, congregate for line-ups, dismissals, assemblies and preparation periods (content clusters) with the General-Education students. There is no differentiation within the school day in terms of socialization, routines and school events. Differentiation does however take place during instructional time. This differentiation, however, will also include non-SWD-ELL students who have similar needs as our SWD-ELLs. For example, students may travel from a 12:1:1 class for Guided Reading in a General education classroom, depending on their Reading levels. This policy extends to other academic subjects as well, including Mathematics.

PS 54 utilizes technology to assist the ESL teachers as well as the general education teachers in helping our ELL-SWDs population. Computers/laptops are used to access age appropriate sites to help the children with various learning activities, such as sight word recognition, word family sounds to reading comprehension in our upper grade students. Our computer room is always accessible to provide extra support to the students, as well as our library offering afterschool hours to ensure that the children are reading books or listening to books on tape. Our school library also features a supply of bilingual books. These resources are available to all our students within a least-restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

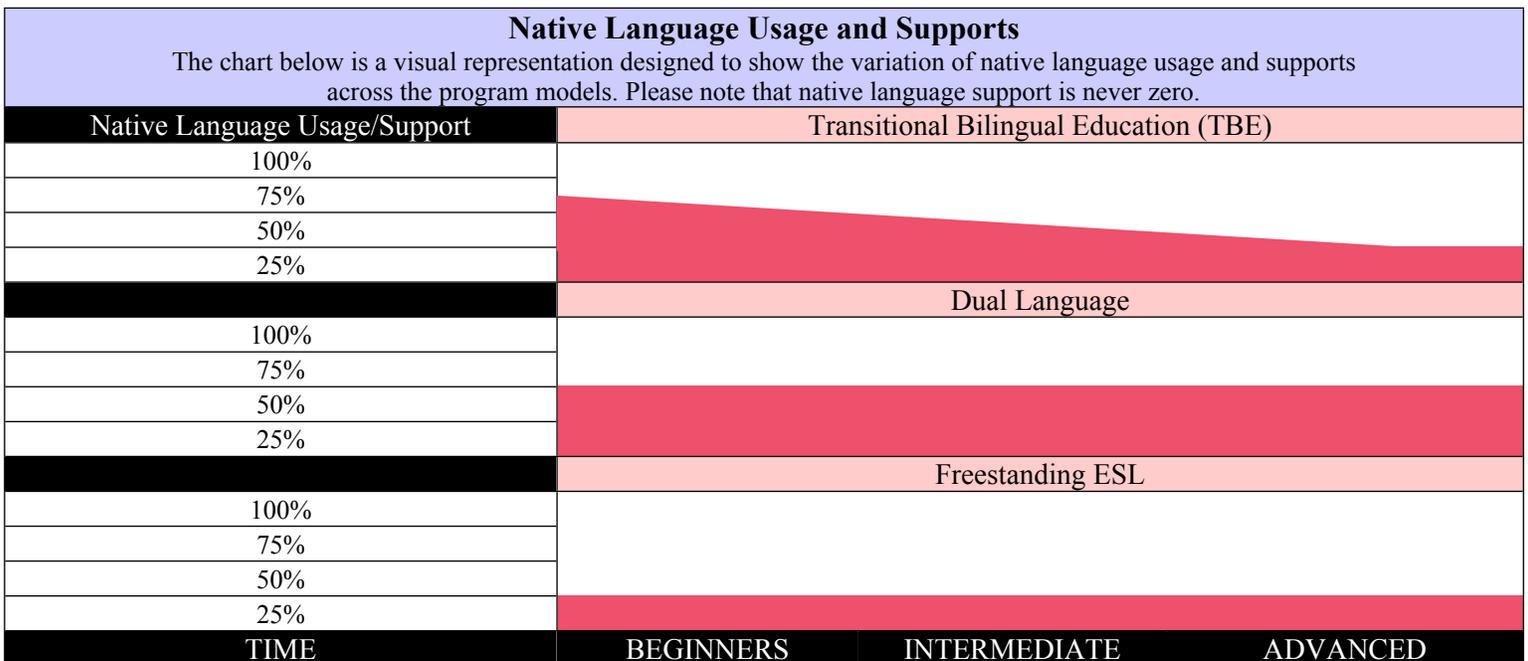
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	

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

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



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?

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

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

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

language is encouraged.

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

9. Describe your plan for continuing transitional support (2 years) for ELLS reaching proficiency on the NYSESLATT.

All students who have reached proficiency on the NYSESLAT are identified by all teachers, through their F-ELL Status Code in ARIS. Teachers track these students for continued progress within their classrooms. If any of these students requires additional support, the classroom teacher elicits the help of one of our two licensed ESL teachers. Intervention is planned through the utilization of one or more of the above-mentioned intervention strategies. In addition, all former ELLS receive test accommodations for 2 years after they've attained proficiency. For example, those who scored proficient on the 2009 or 2010 NYSESLAT got test accomm last spring (2011). The accommodations they receive are: extended time, separate location and a 3rd reading of the Listening Passages. Also, when necessary, translated editions are provided and bilingual dictionaries and glossaries can be provided.

10. What new programs or improvements will be considered for the upcoming school year?

Our ESL Adult Literacy Program, which was implemented in 2009-2010, will be elaborated and improved upon in the 2011-2012 school year. Improvements will include extended outreach and a culminating activity that will help to celebrate the diverse cultures of our ELL families. Our one-on-one tutoring program will service ELL students during predetermined periods of time throughout the school day. As noted above, we have reached out to students from the local area college, The College of Staten Island to further help us with the ELL population in our school. We also bought a new reading series, Houghton Mifflin Harcourt's Journeys, that will foster an organized and scaffold approach in teaching ELLs.

11) What programs/services for ELLS will be discontinued and why?

Overall, programming/services for ELLs will remain the same. No programs/services have been eliminated, but there has been a toneing-down of the Schoolwide Enrichment Program at this time. Due to additional decreases in the School Budget and our ability to secure a third ESL teacher, the consistency of meeting mandated minutes is a constant struggle to maintain and the opening of our anticipated after school program is unclear at this time.

12a) How are ELLS afforded equal access to all school programs? Describe after school and supplemental services offered to ELLS in your building?

All of our PS 54 Student Population intermingle at all times. ELL-SWD students eat lunch, have recess, attend functions, congregate for line-ups, dismissals, class trips, assemblies and preparation periods (content clusters) with the General-Education students. There is no differentiation within the school day in terms of socialization, routines and school events. For example, SWD-ELLs may travel from a 12:1:1 class for Guided Reading in a General education classroom, depending on their Reading levels. This policy extends to other academic subjects as well, including Mathematics.

PS 54 utilizes technology to assist the ESL teachers as well as the general education teachers in helping our ELL-SWDs population. Computers/laptops are used to access age appropriate sites to help the children with various learning activities, such as sight word recognition, word family sounds to reading comprehension in our upper grade students. Our computer room is always accessible to provide extra support to the students, as well as our library offering afterschool hours to ensure that the children are reading books or listening to books on tape. Our school library also features a supply of bilingual books. These resources are available to all our students within a least-restrictive environment. Although ELLs are a sub-group, their identification does not isolate them from any programming offered by P.S 54, whatsoever. In fact, they are sought out to share in all experiences, programs and activities schoolwide. We hope to once again have an after-school Meeting Success Program that is offered to our ELL students. During this program ELL students are offered remediation and test preparation, based on their specific instructional needs.

A tutoring program, facilitated by graduate students from The College of Staten Island, is offered to our high-need ELLS. These graduate students work with small groups and one-on-one during the school day, offering focused reading intervention that is based on each student's instructional needs.

In addition, we have a 4th and 5th grade Chorus and a 5th grade Band. many of these Chorus and Band members are ELL students. No stipulation concerning ELL status is considered when students audition for these activities.

All of our ELLS are placed in classes with the general education student population. Through this structure, all curricular, as well as extra-curricular programming, including instruction in all academic and content area subjects, is available for both our ELLS and General Education students.

12b)

This year we have received over \$11,000 in Title III money. Our intention is to service our 4-6 ELLS after school in an intensive Literacy and Math Test Preparation Program. Our goal is to insure that by June, 2012, 100% of our 4-6 ELLS will attain State Stands expectations of at least a Level 3 on the NY State ELA and Math, and/or attain the promotional criteria stipulated on their IEP. In addition, these students will attain progress in all areas of the NYSESLAT, thereby attaining, and/or moving towards Levels of Proficiency. Title III money will be used for direct instruction. We will hire a licensed ESL Teacher and a Master Literacy/Math Teacher. Working alongside each other, these teachers will utilize their instructional expertise to move these students forward. In addition, utilizing Title III money, we will purchase instructional materials that are research-based and proven to be effective for academic intervention. Some programs we are currently researching include Imagine It Reading and Achieve 3000.

In addition, we are implementing a tutoring program, facilitated by graduate students from The College of Staten Island, for our high-need ELLS. These graduate students work with small groups and one-on-one during the school day and after school, offering focused reading intervention that is based on each student's instructional needs. Because this is a volunteer program, funding is not an issue.

13) What instructional materials, including technology are used to support ESL (include content area as well as language materials; list ELL subgroups if necessary)?

All ELL students have equal access to all technology. This includes laptops in each classroom, computer classes and open-access computer lab. In addition, the following resources are available:

Smartboards/Smart-technology

Books on Tape

Trade books in Spanish

Online Programs in Spanish

Native language dictionaries

English Language Dictionaries for ELLs

RAZ Kids Leveled Reading Program

Accelerated Reader Reading Program

Journeys Series (Grades 2-5) with Intervention Material (Scaffolding Instruction)

14) How is native language support delivered in each program model (TBE, Dual Language, and ESL)

Our current program model is Freestanding ESL. Within this program, our ESL Teachers and our bilingual Parent Coordinator translate conversations and information between school and home and teacher and parent/caregiver. Important documents are translated into the home language of all ELL non-English speaking families utilizing the DOE Translation Services. Since P. S. 54 has many students who speak the same language, buddy students are assigned to students who need translation. ELL Students are grouped in the same General Education class as much as possible. Our teachers are aware that if they need a document translated they can contact our Parent Coordinator and she will in turn send it to the Translation and Interpretation Unit. Our ESL Teachers offer their students reading materials in their Native Language. Our PS 54 School Library maintains native language texts from which our ELLS choose for Independent reading in their classrooms, as well as to take home. ESL Teachers use these texts to offer native language support to their students during the ESL Program. In addition, we utilize several online learning sites for our students which have options for instruction in Spanish. These sites include the Scantron Performance Series assessments, which not only can assess students in Spanish, but offer instructional intervention based on their individual needs (as evidenced through their assessment results).

15. Do required services support, and resources correspond, to ELLs' ages and grade levels?

Upon registration, all ELL students are placed in a grade in accordance with the year in which they were born, as evidenced on their Birth Certificates. All services, supports and resources are planned and conducted according to, and within, each grade level. Therefore, required services, supports and all resources, correspond to ELLs' ages and grade levels, with additional support offered through the scaffolding of

instruction.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year?

Our bilingual Parent Coordinator works a twelve-month schedule, during which she meets and greets all newly enrolled ELL students and their families, prior to the beginning of the school year. Our ESL teachers begin their school year several days prior to students' scheduled attendance, during which registration for new admits takes place. During these times, both our Parent Coordinator and ESL teachers meet with families of ELLs, offering them information about our services, and sharing all available community resource information available to us. Our Parent Coordinator and ESL teachers offer translation and work with families to ease any anxieties or uncertainties that they might be experiencing. Students are introduced personally to our staff and are made aware of adults they can seek out for additional support once they begin school. Parents receive a Parent Handbook and the all NYC Publications available for parents of ELLs as well as parents of all P.S. 54 students. Our Welcoming Meeting/Workshop is held within the first few days of school as an additional support for families.

It is also helpful to note that we will be using our community volunteers from Susan Wagner High School and The College of Staten Island to further assist us in helping newly enrolled ELLs.

17. What language electives are offered to ELLs?

At this time we do not have language electives at P.S. 54.

C. Schools with Dual Language Programs

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

PS 54 does not have a dual language program.

D. Professional Development and Support for School Staff

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

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

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

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

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

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

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

- "Helping Speech Impaired Children Using ELL Methodology"

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

- "How ELLS Learn a Second Language"

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

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

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

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

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

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

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

meetings, AIS/PPT meetings and Faculty Conferences. During these sessions, our teachers have been actively engaged in the acquisition of the Language Experience Approach (LEA) to instruction. Indicated below, is a listing of Professional Development sessions our faculty has attended from January, 2009 through September 2011.

In November of 2011, our two licenced ESL Teachers will attend English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement. This institute offers an opportunity for participants to consider the different issues involved with diversity, disabilities, and special education. The institute will address the role that bias or inappropriate practice plays in the disproportionate placement of ELLs in special education, as well as the key factors to consider in the assessment of ELLs for special education. The institute will also look at ways to increase the level of family participation in the referral process through the use of effective strategies designed to assist families in advocating for their children.

We are also planning a grant-support activity which will include our teachers in Professional development .

- September 16, 2011 – LAP training, ESL teachers
- o September 20, 2011- ESL Network meeting, ESL teachers
- o September 27, 2011- Understanding Title III AMAO's- ESL teachers
- o November 16-20, 2010 - One-on-One Data Planning, Elizabeth Hession, Data Specialist/Grades 3rd , 4th , 5th Classroom Teachers
- o November 2, 2010 – Faculty Conference: Principal Castley, Benchmark Goals/High Expectations,
- o November 2, 2010 - Dr. George Robinson, Renzulli Learning: ELL and Special Education Populations, Grades 3-5.
- o November 2, 2010 - Dr. George Robinson, Renzulli Learning: Enrichment Clusters, Grades K-2.
- o November 2, 2010 – Elizabeth Hession, Differentiation/Performance Series Grouping Grades 3 and 5
- o November 2, 2010 – Elizabeth Hession, Differentiation/Performance Series Grouping Grade 4 and Content Specialists
- o November 2, 2010 – Cynthia Vesce, Computer Teacher, Accelerated Reader-Renaissance Learning
- o November 2, 2010 – Wonder Kids SEM Workshop, Kgn. Teachers/Vivian Barone
- o November 2, Common Core Curriculum Training, P. S. 54 Common Core Curriculum Team, 52 Broadway, NY.
- o November 2, 2010 – Pre-Kindergarten Workshop OECE Dist.31, Mrs. Zogby, Ms. Marcus, Pre-K Teachers
- o November 2, 2010 – Library Training Conference, Mrs. Laura Kessler, Library Teacher/Social Studies Content Specialist
- o November 2, 2010 – Elizabeth Hession, Great Leaps Training for P. S. 54 Special education and Classroom Paraprofessionals
- o October 26, 2010 – Principal Castley, Strategies for Remediation: Phonics, Four Stage Process, AIS/PPT Team
- o October 22, 2010 – Principal Castley, Strategies for Remediation: Language Experience Approach, Book Binding, Think-Say-Write-Read, AIS/PPT Team
- o October 21, 2010 – Principal Castley, Tools for Identifying Needs, Strategies for Remediation: Visual and Auditory: Discrimination/Perception/Memory, AIS/PPT
- o October 2, 2010 – Pre-K Professional Development OECE: Dist. 31, Mrs. Zogby, Ms. Marcus, Pre-K Teachers
- o October, 2010-ongoing – Assistant Principal LaRosa, one-on-one Great Leaps Training for select Special Education Paraprofessionals
- o September 7, 2010 – Principal Castley, Professional Development Day: How Can We be Proactive This Year?, Common Core Curriculum, “It Takes You”, Data, Differentiation, S.M.A.R.T. Goals, P.S. 54 Staff
- o September 23, 2010 – Debra Sander, Foundations Training, Kindergarten Teachers
- o March 22, 2010 - Custom Computer Specialists, Creating and Planning an Interactive Whiteboard Lesson
- o March 19, 2010 - Alternate Entry Points to Learning – Grades 3-5
- o January 26, 2010 - Pat Wong and Janine Zogby, Updating Personal Profiles in E-Chalk
- o January 21, 2010 - Vivian Barone, Renzulli Curriculum Connections
- o December 15, 2009 – Museum of the City of New York: From Beavers to Blackberries (Attendees:5 Teachers)
- o December 15, 2009 – E-Chalk Website Training (Attendees:15 Teachers)
- o December 11, 2009 – Dr. Kris Berman, Alternate Entry Points to Instruction for English Language Learners: Grades K-2
- o November 3, 2009 - Dr. Kris Berman, Bridging to Standards
- o November 3, 2009 – Dr. George Robinson, Renzulli Learning March 2, 2009 – New York Historical Society, America Across the Ages (Attendees: 5 Teachers)
- o October 21-22, 2009 – Office of School and Youth Development, Respect for All Initiative (Attendees: 3 Teachers)
- o September 24, 2009 – Grade Meetings: Goals & SEM March 9, 2009 – Faculty Conference, Renzulli Learning
- o September 10, 2009 – Debbie Sander, Kindergarten Foundations Professional Development (Attendees: 5 Teachers)
- o September 8, 2009 – Principal Castley, Grade Meetings: “As an Individual or a Grade Our School Community Goals are ...”

- o August 18, 2009 – Principal Castley, Goals Committee Meeting (Attendees:16 Teachers)
- o August 17, 2009 – Principal Castley, Goals Committee Meeting (Attendees:15 Teachers)
- June 11, 2009 – Clare Savage, Implementing Reading Letters
- o June 4, 2009 – Renzulli Learning: Searching the Renzulli Database
- o May 13, 2009 – New York Historical Society, Teaching American History
- o May 8, 2009 – New York Pops, Percussion Workshop (Attendee: Music Teacher)
- o May 5, 2009 – Virginia Morse, Incorporating IIM Into Interest Centers
- o April 28, 2009 – Introduction to the SMARTBOARD
- o April 27, 2009 – New York Historical Society, American History in a Box, Through Art (Attendees: Social Studies Content Specialist)
- o April 23, 2009 – Dr. Kris Berman, The Differentiated Classroom, Model Strategies & Implementation
- o April 22, 2009 – Dr. Kris Berman, Differentiation, Concept of Tiering
- o March 26, 2009 – Dr. Kris Berman, Differentiation Through Learning Centers
- o March 24, 2009 – ARIS Training (Attendees: 5 Teachers)
- o February 25, 2009 – Dr. Kris Berman, Differentiated Education Plan
- o February 26, 2009 – Dr. Kris Berman, Differentiation, Observing a Model Lesson
- o January 26, 2009 – Virginia Morse, Differentiation and IIM
- o January 15, 2009 – Principal Castley, Linking SEM with Related Services

2. What support do you provide to assist ELLs as they transition from elementary to middle and or high school?

Both our bilingual Parent Coordinator and ESL teachers assist our ELL students and their families, as they transition from elementary to middle school. Our Parent Coordinator and our ESL teachers are present at all transitional support meetings, presentations, and workshops for our 5th grade population, in order to assist in their middle-school transition. School Leadership assists and supports the efforts of these professionals through their attendance during meetings and by allocating time within teachers schedules. During these times, they support ELL families in their understanding of the services that are available for their children. Depending on the level of support needed, our ESL Teachers and Parent Coordinator personally assist individual students and their families as they transition, through translations, introductions, filing the proper paperwork, and any other means necessary. Staff and teachers of ELLS also assist in the transition to middle school by offering their support as well. Teachers accompany our 5th grade ELLS as they attend assembly programs presented by representatives of middle-schools. Teachers, Guidance Counselors, and our ESL Teachers then confer with students and clarify all information concerning their transition. This support is also available to the parents and families of ELLS. If translation is required, our bilingual staff members (see Part II, #1) assist as needed. School leaders arrange for select students, ELLS included, to attend a Buddy Program, whereas transitioning students spend the day shadowing another student at the new school. This program is especially beneficial to our ELL population for whom transitioning has been a challenge.

Our Bilingual Psychologist and our Bilingual Social Worker, Astrid Pacheco, are instrumental in their support of our ELLS as they transition to Middle School. ELLS are referred to them by the classroom teachers, administration, and/or parents to offer support as they transition.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses as per Jose P.

All P.S. 54 teachers, who have not as of yet completed their mandated 7.5 hours of ELL training, will by the completion of the 2011-2012 school year have attained this training. We are in the process of reviewing our records in order to ensure that all teachers have this certification. This process is as follows: 1) Questionnaire and request to produce the mandated Certificate was sent to every teacher 2) Photo-copying of every teacher's Certificate 3) Maintenance of a binder containing copies of all teacher's Certificates will be kept in the main office. 4) Original Certificates will be filed in each teacher's personnel file 4) All teachers who do not produce a Certificate will attend the 7.5 hours of training before the completion of the school year. We will reach out to our Instructional Core Specialist who will help us provide professional development to the teachers who need the 7.5 hours of ELL training. We will maintain attendance through a log-in record, attendance sheets, etc. In the future we would like to also offer "lunch and learn" workshops with the general education and special education classroom teachers. This workshop will be conducted by the ESL teachers in our building. Some possible topics: Introduction to the NYSESLAT and The Importance of Academic Language.

E. Parental Involvement

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

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

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

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

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

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

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

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

3. How do you evaluate the needs of parents?

- Our ESL teachers ensure that our ELL parents receive all pertinent correspondence in their native language, by utilizing the Preferred Language Form.
- We have an open-door policy which encourages parents to come forward and tell us what their needs are. Our ESL teachers and bilingual Parent Coordinator welcome the families of ELL students, and encourage them to share their concerns openly.
- During conferences and meetings with the teachers, the nurse, guidance counselor, social worker, administration, and all other school-based professionals, parents are encouraged to express their needs and concerns.
- The PTA submits an annual survey and evaluates parent responses. Outcomes are presented at both PTA Meetings and School Leadership Meetings, during which responses are evaluated and action plans are formulated.
- The annual School Environment Survey is evaluated for parent responses, and plans for improvements are made accordingly.
- The ESL teachers are always available to answer any questions parents have concerning their children or any guidance they need to helping their child succeed in the school environment.
- There are options given to ELL parents for afterschool help, and letters are mailed in the parents' home language (when requested).

- Contingent upon funding, we would like to offer more workshops on topics that parents' request the most information about, for example: common core inquiries, ELA and Math state test preparation, the importance of reading to your child in their native language.
- Our Parent Coordinator organizes family nights, as well as various holiday activities, for example: Halloween Spook and Read. Pedagogues and staff who may be called upon for interpretation during any of these events include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs. Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of these interpreters will assist the parents in filling out the HLIS. If additional interpretation is needed, we contact the Department of Education Interpretation services Department for assistance.

4. How do your parent involvement activities address the needs of parents?

We are currently reaching out to parents to obtain native language books from resources in their community. In addition, all parent involvement activities are formulated in conjunction with the needs of our families, all activities directly address the needs of parents based on the outcomes of our evaluations (see # 3 above).

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	13	0	1	4	1	1	0	0	0	0	0	0	0	20
Intermediate(I)	9	6	5	2	2	1	0	0	0	0	0	0	0	25
Advanced (A)	13	9	7	5	7	2	0	0	0	0	0	0	0	43
Total	35	15	13	11	10	4	0	0	0	0	0	0	0	88

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	0	4	0	1	0	0	0	10
4	1	0	5	0	3	0	0	0	9
5	1	0	2	0	3	0	1	0	7
6									0
7									0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

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

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

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

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

- DRA/WRAP measure Reading Accuracy and Reading Comprehension, with the outcomes being the assigning of a Reading Level (F & P)

- Scantron Performance Series Assessments measures each ELL student's current reading skills, and presents teachers with Standards-based

Suggested Learning Objectives for their ELL students. Teachers are then equipped with a starting-point for instruction, based on what the student already knows.

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-RNYSESLAT Performance Trends

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

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

NYSESLAT trends have indicated that Listening and Speaking have consistently shown a much higher level of proficiency as opposed to Reading and Writing. We would like to see more overall growth in reading and writing in our next year's NYSESLAT data report. We are confident that our new reading and writing series, Houghton Mifflin Harcourt Journeys, will help our ELLs grow in the above areas. The series has a strong ELL component and uses a scaffold technique to reach out to ELLs. We hope this series also helps build literacy and writing skills for the New York State Reading Test as well.

In regards to students being tested using the LAB-R, all our newcomers, a vast majority were kindergarteners. 46 Kindergarten students were tested, 1 first grader, one fourth grader, and two 5th graders.

After being tested, 15 kindergarteners qualified for ESL services. Of the 15 students, 3 are beginning/intermediate level, and 12 are advanced level ESL students. Of the 15 newcomer kindergarten students their home language is as follows: six are Spanish speaking, two speak Urdu, one speaks Ukranian, three speak Arabic, one speaks Malayalam, and two speak Sinhalese. Our newcomer first grader tested at an Advanced level, his native language is Pilipino (Tagalog), our fourth grader speaks very little English, his native language is Russian and scored at a beginning/intermediate level, and our two fifth graders scored at beginning/intermediate levels. Their home languages are Arabic and Urdu.

3. How will the patterns across NYSLATT modalities –Reading/Writing and Listening/Speaking-affect instructional decisions?

The ESL teachers and the classroom teachers of ELL students are cognizant of the needs of ELLs based on the patterns across NYSESLAT modalities. The NYSESLAT data is disseminated upon availability by the ESL teachers. All teachers of ELL students, in conjunction with the ESL Teachers, utilize the English Language Learners Instructional Organization Chart, which is based on NYSESLAT Results, to track progress in the areas of students' needs. The areas of Reading and Writing are recognized as immediate areas of need for most of our ELL students and instruction is planned accordingly, with revision made yearlong according to established interim and annual goals. In essence, all teachers are responsible for the English Language learner, and results of NYSESLAT guide their instruction.

4. For Each Program answer the following:

Our ESL teachers are responsible for analyzing the data that is put forth in terms of our ELL population. Our NYSESLAT data reveals a lot about our students and where their strengths and weaknesses lie. Of the 18 kindergarten students' tested, the test results reveal a higher level of proficiency when it comes to listening and speaking, as opposed to reading and writing. This is also highlighted among our upper grades as well. We show no proficient students in reading and writing for grades K-4th grade, but by 5th grade five out of the seven students being tested scored a proficient in the areas of reading and writing. This shows us that the students need time to develop their reading and writing skills, yet we need to provide more support in these areas for our lower grade students. If we give the support, we feel

our student scores will show in these added efforts. (We have a new reading program, Houghton Mifflin Journeys, which places high need in the areas of reading, and writing and gives ELL scaffold support and intervention tools to help the ELLs).

Of the 13 students tested on the first grade level ten out of thirteen show proficiency in listening and speaking, two remained on an advanced level, and one was on an intermediate level. In the areas of reading and writing eight scored an advanced, and five remained on an intermediate level. There were no students who scored proficient in this area.

Of the 13 students tested in second grade nine out of thirteen students scored proficient in the areas of listening and speaking, three scored advanced and one scored intermediate. In the areas of reading and writing one scored beginning, five intermediate and seven scored advanced level. There were no students who scored proficient in this area.

Of the 11 students tested in third grade, six out of 11 scored proficient in listening and speaking, where five scored an advanced level. In the areas of reading and writing, five out of 11 students scored an advanced level, two scored a intermediate level and four scored a beginning level. There were no students who scored proficient in this area.

The data as the students begin to get older and enter fourth grade show all 9 students taking the NYSESLAT scored a proficient level in listening and speaking. When we look at the scores for reading and writing, seven of the nine students scored advanced, and two students scored in the intermediate level. There were no students who scored proficient in this area.

As stated earlier, our greatest strides are made with our fifth graders. Of the seven tested, all seven scored proficient in the area of listening and speaking, and five out of the seven scored proficient in reading and writing. There were two students who remained on the advanced level.

We will also continue to track our students NYSESLAT scores and see where each individual child needs help, whether it be reading, writing, listening or speaking. Our classroom and ESL teacher are continuously using all these areas of learning in their everyday lessons in the classroom setting. They are also in close contact with one another, so they can best meet the needs of the individual child.

Our goals going forward into the 2011-2012 school year is to analyze our NYSESLAT scores and see what each child's strengths and weaknesses are as a learner. Classroom teachers and ESL teachers will use this data to drive instruction and focus on the areas where students' need the most help to move forward.

4a (2). For each program, a description of and an explanation of how ELLS are faring in tests taken in English as compared to the native language.

Although the Scantron Performance assessment is available in Spanish, we do not at this time have any students in grades 3-5 who require and/or prefer this assessment in a language other than English. If however, we ever have students who meet this criteria, we will then readily offer it to them. Therefore, at this time we do not have any comparable data.

b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.

The P.S. 54 School Leadership and Teacher Teams meet regularly to access and analyze the data available in ARIS. Decisions involving instruction are made based on these results. All ELL Service providers, ESL Teachers and classroom teachers of ELLs are coached to form ability and skills needs groups utilizing the data. The ESL and classroom teachers keep in close contact in order to monitor the progress of the students through the analysis of interim benchmark scores throughout the school year. Teachers study the Gains Reports from triennial Scantron Performance Series assessments, set goals, and offer interventional instruction in areas of need as indicted through this analysis.

c1. What is the school learning about ELLs from the periodic assessments? How is the native language used?

The Periodic Assessments indicate that ELLS have needs that generally focus on Literacy Skills. Our analysis of the results of ELLs' Periodic Assessments has consistently indicated a need for improvement in both Reading and Writing. We have learned that when we use a language rich approach to instruction, utilizing realia and real-life experiences, our ELLs literacy scores improve. In addition we are hopeful that we will improve scores through the utilization of the ELL Intervention component of the new Journeys Reading Program. Math scores, as indicted through the Periodic Assessments, are generally within Standards expectations.

c 2. We have trained staff that speak a multitude of languages that work alongside the trained ESL teachers to help guide our ELLS in their native language during test preparation. Pedagogues and staff who may be called upon for interpretation include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs. Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). We also reach out to our diverse group of students who also assist in translating for their peers that do not speak English. Social language between peers and students of similar background using the native language is encouraged. Bilingual teachers and the Parent Coordinator will often converse with students in their native language.

We are learning that academic skills children have acquired in their native language are brought with them, and transferred into the English language as they become more proficient in English. For this reason, we encourage our ELLS to continue their academic work in their native language as they continue to learn English. We supply bilingual books, computerized learning programs in Spanish and Scantron Periodic Assessments in Spanish. In addition, we encourage learning and Independent Reading in students' native language. It is for this

reason that we try to group students of like backgrounds in the same classess, and attempt to place our bilingual paraprofessionals in classess with our ELLS.

5. P. S. 54 does not currently have a Dual Language Program.

6. Describe how you evaluate the success of your programs for ELLs.

As noted above, we look at our student's individual NYSESLAT scores by using a worksheet that breaks down their total score, and the areas of listening, speaking, reading and writing. The ESL teachers, along with the classroom teacher have a copy of this sheet and use it to help formulate their instruction for the needs of the ELL. This sheet can be used for grouping in the classroom, for example: if a group of children are weak in writing, they can be grouped together and the goal of the group is to improve their overall writing skills.

We also look at data from the classroom teacher. We look to see how the individual child is doing on his/her math tests, reading inventories (WRAP, E-CLASS), and monthly writing pieces. If there is an area of concern this will be addressed by the ESL teacher and the child will get the help needed in this area. The ESL teacher is also supporting the classroom teacher so the child can develop an overall growth in all subject areas. We would like to see growth on the child's ELA and Math state tests, as well as the NYSESLAT tests for the children. Our school analyzes data internally, and we also receive our school's report card which helps us see overall growth for our school, and key demographics, which include our ELLs.

We have seen growth at a standstill in the 2010-2011 school year. This is why after analyzing this data, we incorporated the Houghton Mifflin Journeys reading series, reached out to the community so we can offer student volunteers to help with our ELL population, as well as ongoing analysis of our student's test scores so we can see if and when they make progress. We are gearing our programs on reading and writing because we see that the ELL population needs to make more progress in these areas.

We hope to receive additional Title III funding and look into programs where there is proven data to support ELL growth, For example: Imagine Learning, Achieve 3000.

The success of our program for our ELLS is generally based on the analysis of the progress our ELLS demonstrate on the NYSESLAT assessments. We analyze scores and evaluate the successes and failures of our program based on the results of this analysis. In addition, we consider the ability of our 4-6 ELLS to progress to Proficiency as an important determinant of the success of our program. In addition to assessment results, we also consider the products and performances of our ELLS as indicators of the success of the ESL Program. Students have many opportunities to be evaluated through products and performances. This greatly improves their confidence as well as their oral proficiency and learning successes. Reading and Writing are evaluated by NYSESLAT results, Periodic Assessments and through formative assessments. ESL teachers, and all teachers of ELL students, maintain interim and long-term goals for each of their students. These goals are analyzed for progress toward attainment and are revised throughout the school year.

Additional Information

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

Part VI: LAP Assurances

School Name: **Charles W. Leng, PS 54**

School DBN: **31R054**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: Charles W. Leng, PS 54

School DBN: 31R054

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

One family prefers both oral and written correspondance in Arabic.

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

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

PS 54 provides each parent whose primary language is a covered language, and who require language assistance services, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are downloaded from:

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

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

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

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

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

Translated signs, in the covered languages, are downloaded at

<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 54	DBN: 31R054
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 4 # of certified ESL/Bilingual teachers: <u>3</u> # of content area teachers: 0

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:

Rationale:

PS 54 will implement an afterschool program entitled "Meeting Success" to provide additional support for our English Language Learners. This program will be taught by licensed ESL teachers and will provide our English Language Learners with additional support in reading, writing, listening and speaking. In addition to our ESL teachers, a Special Education Teacher will also be employed to work alongside our ESL teachers as they work with students with disabilities. Our Meeting Success Program will be held on Monday and Tuesday afternoons from 2:20 p.m. - 4:00 p.m. Two weeks prior to the NYS ELA exam, we will also offer two Saturday Academy classes which will provide additional support in test preparation for our English Language Learners.

The Meeting Success Program will provide additional support to our English Language Learners who have not attained a score of proficiency on the NYSESLAT exam for over three school years. The goal of our Meeting Success Afterschool Program is twofold. PS 54 believes that with additional direct instruction our English Language Learners can achieve a score of "Proficiency" on the 2013 NYSESLAT Exam and also demonstrate progress on the 2013 State ELA and Math exams.

Aris data from our past ELA exam revealed that our English Language Learners are not making significant overall gains in English Language Arts. Our English Language Learners are below the target range in Critical Analysis and Evaluation, Information and Understanding, and Literacy Responses and Expression.

Analyzation of the NYSESLAT scores revealed that PS 54's English Language Learners are deficient in the areas of reading and writing. This data also revealed that our English Language Learners made higher gains and showed higher levels of proficiency in the areas of listening and speaking.

Subgroups and Grade Levels of Students to be Served:

We are targeting students in grades 3, 4 and 5 in addition to former ELL's that have tested out within the last two years. Our goal is to increase their test scores in the Spring 2013 ELA exam, and help them attain a level of "Proficiency" on the 2013 NYSESLAT.

Schedule and Duration

Our "Meeting Success" afterschool ESL program will begin in mid November 2012 and end in April 2013.

Part B: Direct Instruction Supplemental Program Information

This program will be held on Monday and Tuesday afternoons from 2:20-4:00.

Language of instruction

Our program will be conducted in the English language. We will provide translation if necessary. Our parent coordinator who speaks fluent Spanish is available during the above times. A majority of our ELL's are Spanish speaking.

Number and types of certified teachers

We will have three certified ESL teachers working with the targeted students. We will also have a Special Education Teacher who will work alongside the ESL teachers to give support to the Students With Disabilities.

Types of materials

We will be using Imagine Learning, which is a Common Core computer based program especially designed for English Language Learners. This program begins with an assessment of each child's abilities then designs a reading program tailored to their specific needs. Emphasis is placed on vocabulary and comprehension. Imagine Learning also offers assessment at frequent intervals throughout the program to record student progress.

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:

Rationale:

PS 54 believes that professional development is key to the success of our Title III ESL program. The teachers will engage in targeted professional development prior to beginning the Title III program. This professional development will stem from resources available from Imagine Learning, who will be supplying the program materials.

ESL Teachers attend weekly Teacher Team Meetings where they assist the classroom teachers and content specialists with strategies to better meet the needs of English Language Learners. ESL Teachers also turnkey information that they received through their own professional development.

The PS 54 Inquiry Team is studying trends of English Language Learners as part of their work during the

Part C: Professional Development

2012 - 2013 school year. This team is also focusing on Text Complexity. In conjunction with the ESL teachers, the Inquiry Team will develop skills and strategies specifically designed for English Language Learners to help these students comprehend more complex texts in the anticipation of giving them the tools to read more rigorous material.

The Journeys Reading program will continue to be utilized, at no cost to Title III, and continued professional development will be made available throughout the school year which will help the teachers utilize the ELL component of the program more effectively.

Our parent coordinator attends numerous workshops throughout the year that addresses the needs of our ELL students and their families. We will once again partner with the JCC (Jewish Community Center), at no cost to Title III, in order to give parent workshops where the focus is on improving the parents' overall understanding of the English language. Parents are presented with ideas regarding how they can further help their child with their specific academic needs and goals.

Teachers to receive training

- Our three full time ESL teachers will receive the above mentioned training, as well as the classroom teachers, cluster and special education teachers that work with the ELL's in their classroom. ESL teachers will also receive Professional Development from our CFN409 throughout the school year.

Schedule and duration

- The OELL (Office of English Language Learners) sends weekly updates of professional development opportunities to the Principal.

The Principal offers the following Professional Development to all teachers in the building:

Topics to be covered

The workshops that teachers have already attended, at no cost to Title III have been:

Journeys, Houghton Mifflin, Reading Series. All teachers received professional development regarding the ESL Component to the Journeys Reading Series.

Reading and Writing Non Fiction Instructional Implications for English Language Learners

Push In Model of ESL

Title III training

The ELL Literacy Conference

Nuts and Bolts Training for New ESL Teachers

Three part series on Brain Research while Keeping ELL's in Mind

Name of the provider

Part C: Professional Development

The name of the provider we are using for our afterschool ESL program is Imagine Learning. The materials offered by Imagine Learning will be useful to our ELLs because they focus on oral language, contain words in English and in the native language of the student, have frequent cycles of assessment and are computer based which motivates the students to persevere with the program.

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:

Rationale

Our Bilingual parent coordinator in cooperation with the classroom teachers is able to have any form sent home to parents translated into the students' home language. This will foster a sense of security with the family and help them to feel comfortable and confident in communicating with our school.

Our teachers are always given options for their own professional growth. In addition to these choices for personal growth, all our teachers have participated in professional development offered in-school during our ongoing Teacher Team meetings, Inquiry Team meetings, AIS/PPT meetings and faculty conferences. Our teachers will also be able to work on Common Core Learning Standards lessons with the help of our two lead teachers in the building. The lead teachers are continuously sent to workshops that offer alignment of all subjects to the Common Core standards.

ELL parents are encouraged to attend workshops given by our parent coordinator. Our parent coordinator offers multiple workshops on various topics throughout the year for parents. This year, our parent coordinator is working with the Assistant Principal to coordinate workshops for parents of English Language Learners on Common Core Learning Standards, Citywide Instructional Expectations and shifts in ELA and Math. The Assistant Principal and Parent Coordinator will also hold workshops on EveryDay Math.

Adult English Classes will continue to be given in conjunction by the JCC, as already mentioned above.

Our ELL parents will have periodic opportunities to be invited into the afterschool classrooms weekly to observe their children's learning and to become involved in the activity with their child. They will use the skills taught in the afterschool groups and adapt these skills into their child's further learning at

Part D: Parental Engagement Activities

home.

PS 54 has established a partnership with the PENCIL Group. Mr. Rick Postiglione, our PENCIL Partner has given us mini computers called "Saber de Sed." These computers are able to translate from English to Spanish and vice versa. The computers will be given to parents to further help them assist their children in mastering the English Language. Classes for the parents will be given by the Principal, Assistant Principal, Parent Coordinator and ESL Teachers to demonstrate the proper use of the Sed de Saber devices.

Our Pencil Partnership will also work in conjunction with us to coordinate an evening devoted to our English Language Learners and their families. This evening will be entitled "Festival of Flavors" which will use authentic food to bridge the cultural and language barriers. Families will enjoy food from their native countries donated by the Pencil Foundation. Workshops will also be offered by our ESL teachers during the evening. Activities for students will also be offered during this special evening.

Schedule and duration, topics to be covered

In conjunction with the Principal and Assistant Principal, our parent coordinator plans workshops for parents of English Language Learners on academic topics. Workshops that will be offered this year are:

Learning English - offered to all ELL parents in conjunction with the JCC

Make and Take - Dolch Words for parents of English Language Learners in grades K-3

Using PS 54's Website - www.ladybugs.org

Common Core Learning Standards (Overview) K-5

Everyday Math and Using the Profiles K-5

Shifts in Literacy and Math K-5

Retrieving data from ARIS

Events for families of English Language Learners:

Spook and Read - Our Halloween event enables parents to attend a story hour with their child and create a craft at the conclusion of the story which is directly related to the theme of the story that was read aloud.

Thanksgiving Feast - Each family brings a food from their country and the school community shares in an International Thanksgiving Feast.

A Festival Of Flavors (description above)

An Evening With Teddy - Students come to school at night wearing their pajamas. They are encouraged

Part D: Parental Engagement Activities

to bring their favorite Teddy Bear with them to the event. Students hear a story, then create a craft related to the story and enjoy a snack with their parents and the facilitator of the workshop.

Bunny Tales - This is our Spring Event. Students listen to a spring story then create a quilt which is displayed in our hallway. Students also partake in an egg hunt to celebrate the season of spring.

How parents will be notified of these activities

Families will be notified of all events through the home school corespondence system which we have in place for all our students. Through this system, all students receive a durable red pocket folder at the beginning of the school year. Teachers place all correspondence on one side of the folder, and all returning correspondence is placed on the other side. This folder is reviewed by both parents and teachers daily. Flyers for all activities are distributed to students well in advance of the planned date. In addition, PS 54 has a telephone information system entitled, "Global Connect." The Principal and Parent Coordinator use this system to alert parents to upcoming events.

Our school web-site www.ladybugs.org is available for all parents. A PS 54 calendar and schedule of upcoming events is posted on the home page. There is a link for translation of this information as well.

With the assistance of the Parent Coordinator, all PS54 teachers and staff have access to the DOE translation services. Documents needing translation are forwarded to the Parent Coordinator, who has them translated and sent home in the native language. The DOE Telephone translation unit is also utilized during conferences requiring translations when this need cannot be addressed by our multilingual staff.

Our Parent Coordinator often call parents at home, and/or greets them at arrival/dismissal. At these times she extends invitations and/or announcements of school events and functions. She also keeps a bulletin board at the entrance of the school up to date with school related activities or workshops available to ELL parents.

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		

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.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		