



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 154Q
DBN (i.e. 01M001): 25Q154
Principal: DR. TARA B. DAVIDSON
Principal Email: TDAVIDS2@SCHOOLS.NYC.GOV
Superintendent: MRS. DANIELLE DIMANGO
Network Leader: MRS. DANIELLE GIUNTA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dr. Tara B. Davidson	*Principal or Designee	
Mrs. Donna Kaufman	*UFT Chapter Leader or Designee	
Mrs. Joanna Carlo	*PA/PTA President or Designated Co-President	
Mrs. Cindy King	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Mrs. Jessica Santana	Member/ Parent	
Mrs. Andrea LouAllen	Member/ Parent	
Mrs. Reema Naeem	Member/ Parent	
Mrs. Belinda Vazquez	Member/ Parent	
Ms. Jill Kirschenbaum	Member/ Teacher	
Mrs. Sarah Liblich	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

To strengthen and improve student learning in ELA/Science/Social Studies to meet the demands of the CCLS. By June 2014, 100% of students will have engaged in multiple CCSS-based units and tasks in ELA/Science/Social Studies throughout the year that require students to read, write, analyze, and/or respond to a variety of texts. At least 50% of students will make progress on CCSS-based tasks as measured by an established rubric from the unit.

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.

In 2012-2013, 100% of students participated in multiple CCSS-based units and tasks in ELA and Social Studies and at least 40% of students made progress on these tasks. We are building upon this goal in the 2013-2014 school year by having all students complete multiple CCSS-based units and tasks in all content areas (ELA, Social Studies, and Science) and increasing the percentage of students that will make progress on CCSS-based skills as measured by a pre/post task to at least 50%. Student data from the 2012-2013 school year found that students struggled on the NYS exams in answering questions based on academic vocabulary and determining the correct evidence from the text to justify their opinions or reasons for an answer. During the 2013-2014 school year, we will be looking at our teacher planning around the CCSS Instructional Shifts and more importantly, student learning in providing text-based evidence to improve student performance in ELA. Students will demonstrate their ability to read, write, understand, and cite accurate evidence from texts to support their opinions/arguments around a topic (CCSS Shift Writing From Sources and Balance of Texts).

Since 2010, teachers have been working to plan and implement CCSS-based units in ELA, increasing the number of CCSS-aligned units each year. We have been increasing vertical and horizontal alignment between and across grades that needs in order to eliminate gaps in instruction and ensure that the instructional shifts have been made in all content areas. During the 2011-2012 school year, classroom observations and meetings with teachers uncovered a need to focus on planning curricular units with the Understanding By Design model and lesson plans that ensured CCSS-alignment. The Teacher Leaders team developed a new common planning template to ensure that all teachers would plan to meet the demands and shifts of the CCSS, in addition to our schoolwide instructional foci. With the addition of new curriculum in the 2013-2014 school year, significant time and professional development needs to be dedicated to vertical and horizontal planning time. Planning is essential to ensuring that students will meet the requirements of the CCSS and make instructional gains in all areas and therefore in order for this goal to be achieved by June 2014, 100% of teachers will plan and implement multiple common core based units that focus on addressing the Common Core State Standards and the Instructional Shifts according to pedagogical methods that are outlined in Danielson's Framework for Teaching.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The research-based instructional strategies that will be used to achieve this goal will be to plan to engage students in rigorous activities that meet the demands of CCLS. Teachers will use data from students' pre-tests to determine which strategies are appropriate for which unit and subgroups. Teachers will outline their strategies in the new schoolwide curriculum planning template which will serve as a living document for our school community. Additional strategies that may be used include: Foundations, a small pilot of Ready Gen, higher-level questions, collaborative group work, technology (Laptops, ipads, smartboards), thinking maps, complex texts, primary source documents, science experiments, small group instruction, one-on-one conferencing, enrichment, SETSS supports, ESL supports, rubrics, academic vocabulary, lesson study, inquiry work, and visual arts will be used to support this work.

B. Key personnel and other resources used to implement each strategy/activity

1. All staff members, including school leaders, teachers and paraprofessionals will be responsible for planning, implementing, and assessing each activity. Network support specialists (Lena Kim, Emily Noto, Steven Gilroy, Giuvela Leisengang, Elizabeth Fisher) and TCRWP Staff Developers will also be used to support the implementation of above-mentioned research strategies and activities. Teacher Leaders, vertical teams, ELA Lead Teacher, and the Social Studies and Science Task Force Members will also be working to analyze and improve these strategies. An SBO for Calendar Change requests for non-attendance days and early dismissals was completed to be used to teacher planning and assessment time.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The post-test at the end of each unit will provide information on student progress from the pre-task in the measured academic areas for each unit as stated on the rubric. Students will also complete as self-evaluation and reflection at the end of each unit to reflect on what they have learned and to identify their goals for learning in the next unit. Teachers will make progress in Danielson's Framework for Teaching Domain 1 by the end of the year. Feedback forms for teacher professional development activities will also serve as a means of evaluating progress and effectiveness in this goal.

D. Timeline for implementation and completion including start and end dates

1. Units will be completed by June 15, 2014. Unit dates begin and end at different times of the year for each grade and content area. Curriculum maps outline the start and end dates for each unit in each content area.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Network support specialists, TCRWP staff members, teacher leaders, Principal, and Assistant Principal will be used to support these instructional strategies and activities. Title I 10% set aside will be used as needed to support this work. SBO for Calendar Change Request to support time for teacher learning and planning.

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).

Parents will be supported in CCSS workshops to learn about the CCSS and how to support their children at home in reading a variety of types of texts and supporting their arguments with accurate evidence from the texts. Parents are invited to at least six classroom experiences during the course of the school year in our First Friday program to understand and support student learning in their child's classroom. At least two family nights are also hosted with Title I funds to support student learning with their families in all academic areas. Parent workshops are provided on a monthly basis to help parents learn about each curriculum area and support their children in the use of thinking maps as a tool to support their child's learning. Parent letters will be sent home at the conclusion of each unit notifying parents of student progress, identifying areas that students need to continue to work on, and provide parents with an opportunity to work with their child to complete a self-reflection that identifies their goals for future units.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	X	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								
TL FSF Per Diem and/or Per Session will be used as needed to support this work.								

Goal and Action Plan #2

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

Annual Goal #2

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

To strengthen and improve student learning in Mathematics to meet the demands of the CCLS. By June 2014, 100% of students will have engaged in multiple CCSS-based mathematics units and tasks that require students to demonstrate their ability to model with mathematics and construct and explore the reasoning behind arguments to arrive at a viable solution and at least 50% of students will make progress on all CCSS-based mathematics tasks as measured by an established rubric from the unit.

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.

In 2012-2013, 100% of students participated in multiple CCSS-based units and tasks in Mathematics and at least 40% of students made progress on these tasks. We are building upon this goal in the 2013-2014 school year by having all students complete multiple CCSS-based units and tasks in Mathematics and increasing the percentage of students that will make progress on CCSS-based skills as measured by a pre/post task to at least 50%.

Since 2010, teachers have been working to plan and implement CCSS-based units in Mathematics, increasing the number of CCSS-aligned units each year. We have been increasing vertical and horizontal alignment between and across grades that needs in order to eliminate gaps in instruction and ensure that the instructional shifts have been made in all content areas. During the 2011-2012 school year, classroom observations and meetings with teachers uncovered a need to focus on planning curricular units with the Understanding By Design model and lesson plans that ensured CCSS-alignment, especially in students' fluency in number sense. Student data revealed that students still struggle in the area of Numbers and Operations, particularly with their number sense and number relationships. The Teacher Leaders team developed a new common planning template to ensure that all teachers would plan to meet the demands and shifts of the CCSS, in addition to our schoolwide instructional foci. With the addition of new curriculum in the 2013-2014 school year, significant time and professional development needs to be dedicated to vertical and horizontal planning time. Planning is essential to ensuring that students will meet the requirements of the CCSS and make instructional gains in all areas and therefore in order for this goal to be achieved by June 2014, 100% of teachers will plan and implement multiple common core based units that focus on addressing the Common Core State Standards and the Instructional Shifts according to pedagogical methods that are outlined in Danielson's Framework for Teaching. Teachers will also be planning and implementing strategies to develop students' number sense and understanding of number relationships.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

The research-based instructional strategies that will be used to achieve this goal will be to plan to engage students in rigorous activities that meet the demands of CCLS. Teachers will use data from students’ pre-tests to determine which strategies are appropriate for which unit and subgroups. Teachers will outline their strategies in the new schoolwide curriculum planning template which will serve as a living document for our school community. Additional strategies that may be used include: Go Math, number strings, investigations, higher-level questions and task development, collaborative group work, technology (Laptops, ipads, smartboards), thinking maps, small group instruction, one-on-one conferencing, enrichment, SETSS supports, ESL supports, rubrics, academic vocabulary, lesson study, inquiry work, and visual arts will be used to support this work.

B. Key personnel and other resources used to implement each strategy/activity

All staff members, including school leaders, teachers and paraprofessionals will be responsible for planning, implementing, and assessing each activity. Network support specialists (Lena Kim, Emily Noto, Steven Gilroy, Giuvela Leisengang, Elizabeth Fisher) will also be used to support the implementation of above-mentioned research strategies and activities. Teacher Leaders, Mathematics vertical team members, and Math Lead Teachers will also be working to analyze and improve these strategies. An SBO for Calendar Change requests for non-attendance days and early dismissals was completed to be used to teacher planning and assessment time.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

The post-test at the end of each unit will provide information on student progress from the pre-task in the measured academic areas for each unit as stated on the rubric. Students will also complete a self-evaluation and reflection at the end of each unit to reflect on what they have learned and to identify their goals for learning in the next unit. Teachers will make progress in Danielson’s Framework for Teaching Domain 1 by the end of the year. Feedback forms for teacher professional development activities will also serve as a means of evaluating progress and effectiveness in this goal.

D. Timeline for implementation and completion including start and end dates

1. Units will be completed by June 15, 2014. Unit dates begin and end at different times of the year for each grade and content area. Curriculum maps outline the start and end dates for each unit in each content area.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Network support specialists, teacher leaders, Principal, and Assistant Principal will be used to support these instructional strategies and activities. Title I 10% set aside will be used as needed to support this work. SBO for Calendar Change Request to support time for teacher learning and planning.

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).

Parents will be supported in CCSS workshops to learn about the CCSS and how to support their children at home in number sense and fluency, number relationships, how to solve problems in multiple ways, and how to prove that their answers are correct. Parents are invited to at least six classroom experiences during the course of the school year in our First Friday program to understand and support student learning in their child’s classroom. At least two family nights are also hosted with Title I funds to support student learning with their families in all academic areas. Parent workshops are provided on a monthly basis to help parents learn about each curriculum area and support their children in the use of thinking maps as a tool to support their child’s learning. Parent letters will be sent home at the conclusion of each unit notifying parents of student progress, identifying areas that students need to continue to work on, and provide parents with an opportunity to work with their child to complete a self-reflection that identifies their goals for future units.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III	X	Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	----------	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

TL FSF Per Diem and/or Per Session will be used as needed to support this work.

Goal and Action Plan #3

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

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

Making Progress with Special Populations. By the end of the 2013-2014 school year, at least 50% of students, who scored a 3 or 4 on the NYS ELA and Mathematics assessment in 2013 will demonstrate progress in ELA and mathematics as measured on school-based assessments.

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.

41.8% of our student population was proficient on the NYS ELA assessment and 51.2% of our student population was proficient on the NYS Mathematics assessment and we were successful in increasing our Progress rating on the 2012-2013 Progress Report by demonstrating an increase of 5.5 points in our ELA Median Adjusted Growth Percentile and 15 points in our Mathematics Median Adjusted Growth Percentile. While this is a significant increase, we are determined to make sure that all students continue to make progress in ELA and Mathematics. We also want to ensure that our third grade students demonstrate progress in the Early Grade Progress section of the Progress Report; even though there was a slight increase in their scores, we did not receive any credit in this category when compared to our peer group.

Teacher teams gathered and analyzed information of student learning outcomes in ELA and Mathematics to identify trends, strengths, and areas of need with students that are meeting or exceeding grade level standards. Teacher teams aligned assessments to curriculum and analyzed information on student learning outcomes to adjust instructional decisions at the grade and classroom level. This work, which seeks to meet teacher’s work in Danielson’s Domain 1, will continue at monthly grade level meetings, horizontal and grade level meetings.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The research-based instructional strategies that will be used to achieve this goal will be to plan to engage students in rigorous activities that meet the demands of CCLS. Teachers will use data from students’ pre-tests to determine which strategies are appropriate for this subgroup of proficient/exceeding proficiency students. Teachers will outline their strategies in the new schoolwide curriculum planning template which will serve as a living document for our school community. Additional strategies that may be used include: Investigations, higher-level questions, collaborative group work, technology (Laptops, ipads, smartboards), thinking maps, complex texts, primary source documents, science experiments, small group instruction, one-on-one conferencing, enrichment, SETSS supports, ESL supports, rubrics, academic vocabulary, lesson study, inquiry work, and visual arts will be used to support this work. Students will be supported in extended day enrichment groups and a Saturday Academy program. Class structures and schedules were reorganized in grades 3-5 to support students in this subgroup. Professional development for teachers on engagement in DOK levels 3 & 4 and on TCRWP Running Record data to plan for students’ next steps will also support the needs of this subgroup.

B. Key personnel and other resources used to implement each strategy/activity

1. All staff members, including school leaders, teachers and paraprofessionals will be responsible for planning, implementing, and assessing each activity to ensure that the needs of all students are met using the above strategies. Network support specialists (Lena Kim, Emily Noto, Steven Gilroy, Giuvella Leisengang, Elizabeth Fisher) will also be used to support the implementation of above-mentioned research strategies and activities. Teacher Leaders, vertical team members, and Lead Teachers will also be working to analyze and improve these strategies.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Pre/Post unit assessment results will demonstrate growth in student learning in ELA and Mathematics.
2. TCRWP Running Record Data
3. Mathematics Domains of Focus Assessments

D. Timeline for implementation and completion including start and end dates

1. Ongoing throughout the year for class structure; Units will be completed by June 15, 2014. Unit dates begin and end at different times of the year for each grade and content area. Curriculum maps outline the start and end dates for each unit in each content area.
2. Enrichment groups have three cycles of ten weeks to reach all fourth and fifth grade students.
3. Saturday Academy will take place between February 1-April 5, 2014
4. Teacher team meetings and professional development are ongoing throughout the year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. TL FSF, Title 1 Set Aside
2. Extended Day scheduling and grouping

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).

Parents will be supported in CCSS workshops to learn about the CCSS and strategies to support their children at home in reading a variety of types of texts and supporting their arguments with accurate evidence from the texts and ways to increase their number fluency. Parents are invited to at least six classroom experiences during the course of the school year in our First Friday program to understand and support student learning in their child’s classroom. At least two family nights are also hosted with Title 1 funds to support student learning with their

families in all academic areas. Parent workshops are provided on a monthly basis to help parents learn about each curriculum area and support their children in the use of thinking maps as a tool to support their child's learning. Parent conferences and letters home support their understanding of student progress and next steps.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA		Title III	X	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
TL FSF for per diem/per session for additional teacher work time											

Goal and Action Plan #4

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

Annual Goal #4

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

Making Progress with Special Populations. By June 2014, at least 50% of English Language Learners' (ELLs) and 50% Students with Disabilities (SWDs) will demonstrate progress in reading by advancing reading levels on the TCRWP Running Record Assessments.

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.

In analyzing NYS testing data from 2012-2013, 4.5% of self-contained students were able to earn a score of 3 or higher on the NYS ELA exam, however not a single SETSS student was able to achieve at a minimum a level 3 or higher on the ELA exam. While this data was reverse in the 2011-2012 school year, this is still an area of concern for our school community as we want to ensure that every child has the opportunity to meet and exceed grade level standards in reading grade appropriate texts. Based on our theory of action we were able to move 35% of our students with disabilities to a less restrictive environment in the 2012-2013 school year, which we believe will increase academic performance and expectations.

While there was a significant increase in the percentage of ELLs progress on our progress report (13.3%), ELLs and SWDs made up the majority of our student population that were not proficient the 2013 NYS ELA Assessment. We are committed to ensuring that these students are prepared to take CCSS-aligned tests and read complex texts at their grade level.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Research strategies and activities mentioned in Goals 1 and 2
2. Wilson, Foundations, Just Words, Visualizing and Verbalizing as instructional supports.
3. Ready Gen is being piloted in some of our self-contained and ICT classrooms as a support for meeting the demands of the CCSS-ELA instructional shifts.
4. Special education inquiry team focused on identifying effective strategies for educating special education students.
5. AIS Cycles of Support, Extended Day, and Saturday Academy

B. Key personnel and other resources used to implement each strategy/activity

1. Special education teachers
2. Principal/Assistant Principal
3. Teacher Leaders Team and Vertical Team Leads
4. CFN 207 Instructional Support Specialists
5. TCRWP Staff Developers
6. Technology

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Special education inquiry team data
2. Pre/Post unit assessments in each content area
3. TCRWP Running Record Assessments
4. Specific program assessments (ex: Foundations)

D. Timeline for implementation and completion including start and end dates

1. Ongoing throughout the year as units change; Units will be completed by June 15, 2014. Unit dates begin and end at different times of the year for each grade and content area.

- Curriculum maps outline the start and end dates for each unit in each content area.
- 2. TCRWP assessments are administered four times a year
- 3. Extended Day and AIS cycles are ongoing throughout the year
- 4. Saturday Academy takes place between February 2-April 5, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. TL FSF, Title I Set Aside
- 2. Extended Day scheduling and grouping
- 3. Student data for intervention strategies

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).

Parents will be supported in CCSS workshops to learn about the CCSS and strategies to support their children at home in reading a variety of types of texts and supporting their arguments with accurate evidence from the texts and ways to increase their number fluency. Parents are invited to at least six classroom experiences during the course of the school year in our First Friday program to understand and support student learning in their child's classroom. At least two family nights are also hosted with Title I funds to support student learning with their families in all academic areas. Parent workshops are provided on a monthly basis to help parents learn about each curriculum area and support their children in the use of thinking maps as a tool to support their child's learning. We are providing Foundations workshops to Parents to support their language, grammar, and vocabulary development so that they can support their children at home. We are also providing workshops at least once a month on our curriculum programs and providing parents with strategies to support their children. Parent conferences and letters home support school-home communication on student learning, progress, and next steps.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	X	Set Aside	Grants
---	----------	----------	-----------	-----------	---	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

TL FSF for per diem/per session for additional teacher work time and for instructional materials

Goal and Action Plan #5

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.

Making Progress in School Environment. By June 2014, the Learning Environment Survey will improve by 0.2 points in the area of Safety and Respect.

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.

In analyzing our Progress Report and Learning Environment Survey data, we increased our scores in all four categories of the Learning Environment Survey, yet our overall score for School Environment went down from a 6.7 to a 5.8 on the Progress Report, which also meant that we received no credit in this area on our Progress Report. Parent scores are higher than teacher scores in all four categories and we are curious to see how we can continue to make progress in this area so that our school is a place where all members of our community feel safe and respected.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. Survey of teachers and parents
- 2. Open forums on safety and respect within the building
- 3. Activities by the No Place for Hate team
- 4. Guest speakers during PTA and Principal Parent meetings (ex: Robert Lopez, Borough Safety Director)
- 5. Parent workshops on cyberbullying, drugs and alcohol, and special education needs
- 6. Open School Safety Team Meetings
- 7. Reassigning staff members to arrival/dismissal locations to support safety entry/exit procedures

8. Working with Guidance Counselor, Youth Development Coordinator and the School-Based Support Team to support all students
9. Caught Being Kind Program and Assemblies
10. Peer Mediation and Diversity Ambassador Programs
B. Key personnel and other resources used to implement each strategy/activity
1. Principal/Assistant Principal, Teachers, Paraprofessionals
2. SBST Team, Guidance Counselor, Youth Development Coordinator
3. CFN 207 Instructional Support Specialists
4. Peer Mediators and Diversity Ambassadors
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Progress on the 2013-2014 Learning Environment Survey in the area of safety and respect
2. Progress on the 2013-2014 Progress Report in the area of School Environment
D. Timeline for implementation and completion including start and end dates
1. Ongoing throughout the school year
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. TL FSF, Title I

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).

Parent meetings on First Fridays, evening workshops, safety committee meetings and PTA meetings will be held monthly to listen and address parent concerns about safety and respect in the building. PTA has begun a fundraiser to raise money for two-way radios to be used throughout the building to increase communication in emergency situations. A survey and public forum will be held to listen to parent concerns and ideas of how to increase safety and respect within our school community. Conversations with students through our peer mediators, diversity ambassadors, and student council members will also be used to provide information and suggestions for improving our school environment. Weekly parent emails sent by the parent coordinator will also continue to keep parents updated and informed about school events and activities.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
TL FSF											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Foundations/Fundations Double Dose Wilson Comprehension/Close Reading Wh Strategy Ready Gen Thinking Maps	Small Group Small Group Small group Small group Small group	During the school day & Extended day
Mathematics	Go Math Strategic Intervention, Number Strings, Targeted Mathematic Intervention Strategies: doubling, halving, partial product/quotient, automaticity drills) Problem solving	Small group	During the school day & Extended Day
Science	Repeated readings; guided reading	Small group; one-to-one tutoring	During the school day
Social Studies	Repeated readings; guided reading	Small group; one-to-one tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Socialization Skills Peer mediation Skills	Small group – one to one Small group – social skills Small group Small group – one to one	During the school day During the school day During the school day During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
According to the 2012-2013 BEDS Survey, 100% of staff members at PS 154Q are highly qualified teachers. Professional development is ongoing with all staff members based upon their individualized professional goals that they identified at the beginning of the year from quantitative and qualitative data. There are many study groups to support teachers' professional learning such as the Teacher Tenure and Effectiveness Study Group, the New Staff Academy, A Respect & Behavior Study Group, and the School Leadership Study Group.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Every professional development provided for teachers, principals, paraprofessionals, and staff members reference how we can modify our practice, planning, and expectations to meet the demands of the CCSS. Vertical and horizontal grade level teams are used to break down and discuss how we are working to meet the CCSS in all content areas on a weekly basis. There are ELA and MATH lead staff members who attend monthly training meetings at the network level and turnkey information to the rest of the staff. Paraprofessionals meet twice a month as a group to learn strategies for how they can differentiate their work with special education children to ensure that they meet the demands of the CCSS.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
These funds are used to purpose instructional supplies and additional materials needed to support students directly.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Pre-K teachers and parents participate in all professional development, student activities, and parent workshops with the rest of our K-5 community. Pre-K teachers participate on content area vertical teams to ensure curricular alignment between Pre-K and Kindergarten. We host an orientation for new Kindergarten parents in June so that they are aware of the Kindergarten expectations before the next school year.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers determine assessments by collaborating with their grade and administration to determine which assessment measures will be used throughout the year to ensure grade and school alignment. TCRWP assessments are administered schoolwide four times during the year. Performance baselines are administered in science at the beginning and end of the school year. Pre/post assessments are administered in every unit in every content area to measure growth within each unit. Math pre/post assessments are administered in each grade for the grade's three domains of focus. Foundations assessments are administered to all students in K-2.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 25	Borough Queens	School Number 154
School Name P.S. 154Q		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Tara Davidson	Assistant Principal Danielle LaPorte
Coach	Coach
ESL Teacher Ellen Posner	Guidance Counselor Cami Meyer
Teacher/Subject Area Jessica Virola	Parent Jessica Santana
Teacher/Subject Area Katherine Barberio	Parent Coordinator Jacqueline Oregel
Related Service Provider Caroline Bucchino	Other Samantha Stein
Network Leader(Only if working with the LAP team)	Other Marcella Trotta

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 currently teaching in the ESL program.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	667	Total number of ELLs	145	ELLs as share of total student population (%)	21.74%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	145	Newcomers (ELLs receiving service 0-3 years)	122	ELL Students with Disabilities	18
SIFE	0	ELLs receiving service 4-6 years	23	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	122	0	11	23	0	7	0	0	0	145
Total	122	0	11	23	0	7	0	0	0	145

Number of ELLs who have an alternate placement paraprofessional: 2

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	4	2	4	7	1								25
Chinese	8	4	1	1	1	1								16
Russian	2	1	5	2	2	0								12
Bengali	0	1	3	1	0	1								6
Urdu	2	3	3	3	1	3								15
Arabic	0	3	2	1	0	0								6
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	1	0	0	1	0								2
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	12	12	11	9	11	8								63
TOTAL	31	29	27	21	23	14	0	0	0	0	0	0	0	145

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	9	3	6	6	2	2								28

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	13	7	3	10	5	1								39
Advanced (A)	35	16	10	6	9	7								83
Total	57	26	19	22	16	10	0	0	0	0	0	0	0	150

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	4	0	0	18
4	12	1	2	0	15
5	3	3	0	0	6
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	0	6	1	1	1	1	0	19
4	10	0	4	2	1	0	0	0	17
5	7	2	1	0	0	0	0	0	10
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	3	0	9	2	3	0	17
8									0
NYSAA Bilingual (SWD)									0

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

To assess the early literacy skills of our ELLs we use TCRWP running records as well as Foundations. ELLs are assessed on their decoding skills, reading accuracy, and their literal and inferential comprehension skills. The data shows us that our ELL students typically struggle with reading texts that are on grade level and have difficulty with comprehension. Many ELL students lack the vocabulary knowledge necessary to develop a deep understanding of the text. This reading data helps inform and drive our teaching as small groups are formed based on targeted areas of need. Our school's instructional plan and goal is to support our students with academic vocabulary, visual support, and real life connections. We also support our ELLs by providing as much prior knowledge as possible so that they can access higher level complex texts.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
More ELL students are proficient in listening and speaking than in reading and writing. Also, the majority of ELL students fall within the Advanced level on the NYSESLAT. In looking over the 2012-2013 NYSESLAT data, 58% of our ELL students made progress from the year before.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Analyzing the NYSESLAT Modalities will provide us with information on where most students need extra support. This information will be used to determine next steps and form targeted small groups. We will use these data patterns to scaffold instruction and determine groups for extended day as well as the Title 3 Morning Program which prepares ELL students to reach proficiency on the NYSESLAT.

4. For each program, answer the following:
 - a. 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?

In analyzing NYS testing data, ELL students perform better on tests given in their native language than they do on tests taken in English, as evidenced by our higher proficiency rating in Mathematics tests. 3 students performed at a level 3 in the NYS Math and Science exams when they took it in their native language.

4b and 4c. We currently do not administer the ELL Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

To gather a baseline assessment and analyze which students are below grade level standards, we administer the TCRWP running records. We then carefully analyze the running records to determine a specific targeted skill that the child needs support in and form small groups in our extended day program to teach that targeted skill. Since many of our ELL students need language and knowledge of letters and sounds, we have them working with the Foundations Program. As part of the RTI Framework, ELL students who are far below grade level standards are also receiving AIS services 2-3 times per week in ELA instruction. As teachers assess students during the year, we monitor and track the progress students are making.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions by understanding their ability to speak, read and write in their first language, so that we know if it is a support we can use or not use in teaching them a second language. From there we use small group instruction, differentiated lessons, conferencing and using these notes to make instructional decisions based on the needs of the child.

7. 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?

We currently do not have a dual language program in our school.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs by analyzing various data assessments. We administer the TCRWP running

records assessment four times a year to monitor how students are progressing in reading skills and independent reading levels. We look to see if ELL students are reading at or above grade level or are making progress and moving up in independent reading levels. We also analyze the NYS ELA and Math data, and look at the item analysis to see where students are succeeding and where the majority of the students are struggling to plan for scaffolded instruction. For each unit of study in ELA, science, and social studies, teachers administer a pre and post task to assess knowledge before the unit and how much progress was made after the unit. We use this data to evaluate the success of our programs as well. NYSESLAT data is also used to determine whether our programs are supporting our ELL students and their developmental language needs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Upon registration parents are given a Home Language Identification Survey (HLIS) by the pupil accounting secretary. These surveys are available in various languages to assist parents in completing it correctly. A member of the ESL Staff along with the pupil accounting secretary will be available to review and aid in the completion of these HLIS forms. This aid will include an oral interview between the parent, the student, and a certified NYS and NYC licensed teacher. An interpreter will also be secured when requested/required. A list of translators is available in the main office. Bilingual staff include Jacqueline Oregel- Parent Coordinator (Spanish), Margarita Matias- Paraprofessional (Spanish); Jessica Virola, Teacher (Spanish); Marcella Trotta, ESL Teacher (Spanish/Italian), Razia Ali-Paraprofessional (Urdu/Pashtu), Tina Lin-Social Worker (Chinese), Tammy Lo (Chinese), and Bency George, general ed teacher (Hindi). These surveys will determine the student eligibility for LAB-R testing. Students will be tested within 10 days of registration. These results will determine eligibility for ELL services. Spanish-speaking students will be given the Spanish Lab, also within 10 days of registration by the ESL teacher Marcella Trotta who speaks fluent Spanish and has a dual license in ESL and Teaching. An RLAT report will be generated and reviewed on a monthly basis and used to see if newly transferred students from other city schools are eligible for ELL services. A chart is maintained in the main office of any new admits that complete the HLIS to ensure that students are tested and placed in their appropriate program as quickly as possible.
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. In September, the parents of students who have been identified as ELLs through the LAB-R testing, will be invited to one of two meetings: a parent orientation meeting held by the ESL staff in the morning or a PTA meeting held in the morning. These two meetings will provide a detailed description of each of the three programs offered by the Department of Education enabling the largest number of parents to attend. We will also have our staff translators available to assist if needed. The “Parent Choice” video will be viewed in English and is available in other languages if parents so choose to view it online. At that time, parent choice surveys and program selection forms will be distributed, completed, and collected. If parents do not attend either of these two meetings, we reach out to them by calling them and scheduling appointments before or after school. This is an on-going process as new admits arrive throughout the school year.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).) Entitlement letters are distributed to all ELL students upon determination of eligibility. Parent Survey and Program Selection forms are returned at the time of the aforementioned meetings. Parents who are unable to attend will be contacted by a member of the ESL Staff in conjunction with the parent coordinator, to set up a time for viewing the video along with explaining their choices and completing the surveys. The return of these forms will be tracked by the Assistant Principal and the ESL Staff. Outreach will

continue until all forms are returned. These Program Selection forms are placed in the individual student record folder and a copy is also stored in the ESL room.

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.

At each of the parent meetings, a list of sites for schools offering transitional bilingual and or dual language programs will be distributed. The Department of Education provides a translation service for those parents who require assistance in their native language. Members of the ESL Staff and the Parent Coordinator will aid the parents in obtaining these services. If any parents select TBE or Dual Language Programs, ELLProgramTransfers@schools.nyc.gov will be consulted for assistance in locating placement.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

To ensure that all ELL students are administered the NYSESLAT, a testing schedule is created with small groups of students and room numbers. The ESL staff work together starting with one grade at a time. They each keep attendance records of all the ELL students and mark when each section of the NYSESLAT was administered to each child according to the preestablished testing memo. The RLAT report is run repeatedly from ATS to ensure that all students are tested.

6. 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.) 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. 

After reviewing the Parent Survey and Program Selection forms for the past two years, the trend in program choices selection represents an overwhelming preference for Freestanding ELL. Over the past two years, 100% of parents chose the Freestanding ELL program which is offered at our school. The Freestanding ELL program offered at our school is aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Instruction is organized for a predominately push-in, co-teaching model. Grade organization consists of two classes per grade that are predominately ELL learners (Beginner and Intermediate Students and Advanced Students), which allows us to maximize the amount of push-in time. Students who require additional service time such as newly arrived non-English speaking students and beginners are also serviced in pull-out model. The students participating in the pull-out model will be serviced for an additional period per day and the group size will not exceed 10 students per class.

Our ELL program uses a heterogeneous push-in model with a focus on ELA within the science and social studies content areas.

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)?

The majority of ELL students are placed in heterogeneously grouped classes on each grade. These classes account for 270 minutes of ELL instruction per week in a push-in model. To meet the mandated 360 minutes per week for our Beginner and Intermediate students, an additional 90 minutes of ELL instruction are provided in a pull-out model described above. ELL students receive 450 minutes of ELA Instruction weekly.

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 foster language development and meet the demands of the Common Core Learning Standards.

Within the push-in model, ESL and general education teachers co-teach for 90 minutes per week for every grade. Articulation periods are provided to organize and plan instruction on a bi-weekly basis. ESL teachers also collaborate with classroom teachers and the science cluster teacher during a common planning period and differentiate content area instruction in the areas of math, science, and social studies. All instruction is delivered in English. Instructional approaches and methods used to make content comprehensible to enrich language development include: focus on tier 2 words, instructional conversation, scaffolding and implementation of other visual aids.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

When possible, we use staff members in the building to provide written or oral translations to students so that we can properly evaluate students. We also use translation applications on Ipads to support students individually in the classroom. To ensure that all ELLs are appropriately evaluated in their native language we provide them with the translated versions of the State exams, whenever possible. In addition, students have access to bilingual glossaries for State exams in the content area, and testing accommodations such as time and a half and a separate location.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated through the 4 modalities throughout the year with:

* TCRWP running records

*Pre and post task assessments in all content areas

*rubrics and checklists to assess listening and speaking and collaborative discussions

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiated instruction is offered for different proficiency levels of English Language Learners. Currently we do not have any SIFE students. However, in the event that we do get a SIFE population, we have tier II and III interventions such as double dose Foundations and Wilson Reading program. Newcomers and beginners are instructed using hands-on activities, alphabet charts, word lists and teacher modeling to increase auditory and speaking skills. A supplemental intervention program has been designed for students who have been in the program for more than three years for former ELLs to provide them with targeted instruction in vocabulary and

literacy instruction. The plan we have in place for the former ELLs is supported through the push in model and small group instruction (flexible grouping). The progress of these students will be tracked through interim assessments and teacher observations. In addition, former ELLs are invited to participate in the spring early morning test preparation program as well as our Saturday Academy in order to support and prepare them for the State exams. Former ELLs continue to receive suggested testing accommodations such as separate location and time and a half as well.

7. 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?

Instructional strategies and grade level materials used by our teachers of ELL-SWDs include thinking maps, Wilson and Foundations methodology, leveled libraries, non-fiction libraries, and smartboard technology. In a co-teaching model the Resource Room teacher and ESL teacher provide instruction using smart board technology and instructional strategies focusing on “Verbalization and Visualization” along with vocabulary enrichment. These teachers collaborate to ensure lessons meet the individual IEP and needs of the students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by grouping our students in each grade level, pushing into the classroom, articulating with the classroom teacher and special education teacher in order to adapt and modify lessons based on students' needs.

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

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

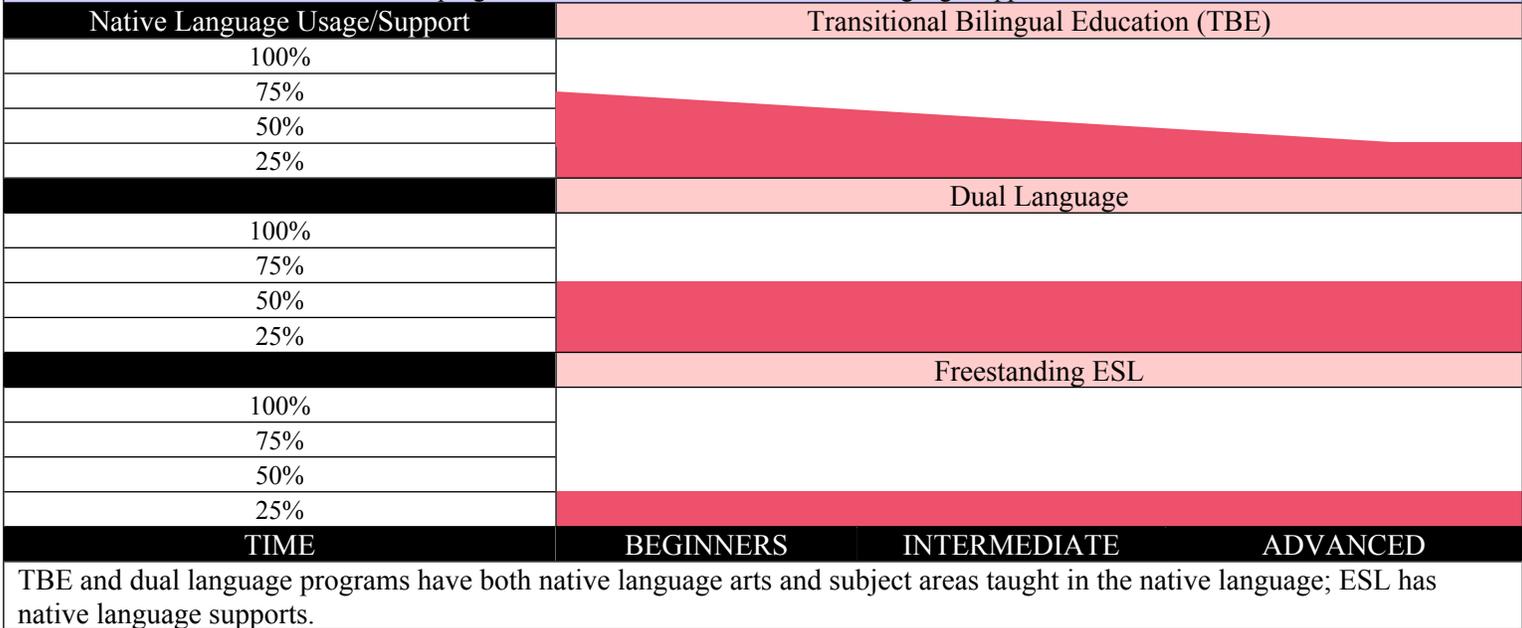
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

9. 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.

In addition to the aforementioned interventions, teachers meet on grade level inquiry teams and analyze student work to assess whether their teaching is successful and whether revisions need to be made within their lessons. Part of the discussion during these team meetings is to analyze the work of ELL students to reflect on how their teaching is or isn't supporting this specific target population. If it isn't, they work to plan supportive strategies to make sure ELLs are able to access the content and curriculum. Our Title III Morning Program for beginning and intermediate students in grades 1-5 also offers additional support as do art residencies in helping our students acquire the language. We also have a music program which provides our ELL students with another outlet and way to learn the English language. Our traditional extended day program also supports language acquisition for our ELL students two days a week. Many of our beginner ELL students are receiving instruction on letter sounds and vocabulary acquisition to help them decode words during this extended day program. All programs are conducted in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current program meets the needs of our ELLs in both content and language development for the following reasons: There is common planning time built in daily schedules to allow the classroom teacher and ESL teacher to plan out their lessons and so that the ESL teacher knows how to support their students with the content. Classroom teachers and ESL teachers also co-teach lessons, both teachers meet to analyze pre and post assessment data to drive instruction, and both teachers look at current trends and growth to plan for small group scaffolded instruction.

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

Technology will continue to be incorporated into all of our ELL classrooms through the use of the smartboards which were installed in about 96% of the classrooms in the building and utilization of the new Ipad cart and laptop cart. We are also implementing a Foundations Program for grades K-2 and for beginner ELLs which supports letter sound acquisition and fundamental knowledge of the English language system. In addition, we will continue to offer our Title 3 Morning Program which is designed to target students within the levels of beginner and intermediate, as well as support our students who have been in the program for more than two years.

12. What programs/services for ELLs will be discontinued and why?

For this school year 2013-2014 we do not anticipate any program cancellations.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ELL students participate in all school programs. These programs include but are not limited to: circle of dance, story telling with LuAnn Adams, educational assemblies sponsored by the PTA, basketball and cheerleading teams, student council, and leadership programs led by the parent coordinator and the youth development coordinator. All ELL students in grades 2-5 are invited to participate in our after school and morning program. As mentioned above, all students received targeted small group instruction to assist in acquisition of the English language.

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

The following instructional materials are used to support ELL students: fiction and non fiction books, trade books, Foss Science Kits, Words Their Way, Foundations, Wilson, Thinking Maps, smart board instructional support, and a social studies curriculum that is also supported by hands-on field trips. Cameras and color printers are used to capture images to support charts and other instructional aspects of the classroom. I pads and laptops for individual students are also used to support instruction.

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

Native language support is delivered through the use of bilingual dictionaries and small group instruction. Student translation services are implemented upon need. We also try to assign students in classes where the classroom teacher speaks the same language as the child.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELLs' ages, grade levels, and proficiency levels are considered when services and supports are rendered. ESL teachers also plan with grade level teams and align their support services to the Common Core Standards for the grade. The ESL teachers are responsible for making appropriate modifications to grade level curriculum so that ELLs can access age and grade appropriate material. The ESL teachers regularly attend Professional Development sessions and planning meetings with the teachers to make sure the resources they are using correspond to the appropriate age/grade level and support the curriculum.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELL students are introduced to the ESL staff at registration and parents are provided the opportunity to tour the school with a member of the ESL Staff and Parent Coordinator. This tour provides parents and students with a chance to meet other teachers and students while gaining a brief understanding of the school community and curriculum. This year we will put together a team of students who will be the welcoming team for the school. This team will greet the new students as they enroll and show them places in the building that are important for them to know.

18. What language electives are offered to ELLs?

We do not offer Language electives at P.S. 154Q, as this is an elementary school.

19. For schools with dual language programs:

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

19. At this time we do not offer dual language programs at P.S. 154, however, upon parent request we would contact the Office of ELL's at ELLProgramTransfers@schools.nyc.gov.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional development and support for our school staff is provided by Teachers College Reading and Writing Project, Network Support Specialists from CFN 207, and District-wide professional development. In house professional development includes collaborative planning time between ESL staff and classroom teachers. ESL teachers are also members of our vertical teams where we have each teacher part of a different content area to understand the content across the grades and to see the alignment and progression from one grade to the next. It also provides the teachers with a deeper understanding of how they need to prepare their students in order for them to be successful in the next grade. In addition, ESL teachers and science teachers meet a minimum of twice a month. At these meetings science teachers provide ESL teachers with professional development on the Foss Science Program that is implemented in the school. In addition, ESL teachers share their knowledge and best practices of teaching ELLs.

2. Teachers of ELL students participate in Network-wide professional development in order to learn strategies to help ELLs meet the CCLS. ELL teachers have received professional development on academic language, text complexity, and close reading. Selected ESL teachers participated in a year-long workshop series focusing on adapting Thinking Maps for ELLs. Two of our ESL teachers are part of a study group that focuses on RTI Tier I Interventions for ELLs.

3. The Guidance Counselor is identified as the Middle School Liaison. ESL teachers working with grade 5 students collaborate with the guidance counselor to assist in the transition from elementary to middle school. The guidance counselor provides training and opportunity for discussions around supporting students as they transition to middle school.

4. ELL teachers, administrative staff, and teachers that support ELL students meet on a regular basis to discuss best practices. ELL teachers also attend and/or receive through the turn-key process professional development from the Network Support Specialist. Teachers meet collaboratively at least 1x/week to plan/train and Vertical teams meet 1x/month to turn-key their training. ESL teachers share their inquiry projects each year which involve helpful strategies for teachers to use to support their ELLs. This year we have also added an ESL teacher to our Teacher Leaders Team which meets twice a month to discuss data, look for trends, and plan for instruction to meet the needs of the students. During all Professional Development/Non-attendance days, time is set aside for teachers to share and turn-key professional development training. Support is also given to our Classroom and ESL teachers by our Network Support Specialist to help with a push-in teaching model. Agendas and attendance sheets are kept by the teachers for the grade level and vertical teams. School-wide professional development records are kept in the main office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. This year we are implementing a new parent involvement initiative inviting parents into their child's classroom the first Friday of every month to become an active participant in their child's learning. Administration hosts a monthly "First Friday" where parents are invited into their child's classroom for one period in the morning to participate and learn alongside their child in different subject areas. After this classroom visit, parents are invited to the auditorium for conversation with administration. This time provides parents with the opportunity to inquire about instructional and procedural items which can range from scheduling and curriculum to events at this school. A weekly parent email is sent to parents every week. This email also informs parents of the weekly events in our community. The parent coordinator sponsors parent workshops and ELL training for adults. We also provide all parents a report card vocabulary sheet (in their native language) to help parents better understand the school report card so that they can assist their children at home.
 2. At this time, PS 154 does not partner with agencies or Community Based Organizations to provide workshops to ELL parents.
 3. The needs of the parents of ELL students are initially identified through questionnaires and surveys at time of registration. This is an ongoing procedure as new students are enrolled. Parent needs are also shared at PTA meetings, First Friday meetings, and school visits throughout the year.
 4. Based on the responses to questionnaires, surveys, and concerns shared at various meetings throughout the school year activities, programs, and groups are designed to address the needs of the parents. We hold monthly parent workshops on topics requested by the parents. These workshops are facilitated by teachers as well as the parent coordinator and often provide support to parents on the new curriculum and ways to support their children at home.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 154Q

School DBN: 25Q154

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Tara Davidson	Principal		11/15/13
Danielle LaPorte	Assistant Principal		11/15/13
Jacqueline Oregel	Parent Coordinator		11/15/13
Ellen Posner	ESL Teacher		11/15/13
Jessica Santana	Parent		11/15/13
Mrs. Jessica Virola	Teacher/Subject Area		11/15/13
Mrs. Katherine Barberio	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
Cami Meyer	Guidance Counselor		11/15/13
	Network Leader		
Ms. Samantha Stein	Other <u>ESL Teacher</u>		11/15/13
Mrs. Marcella Trotta	Other <u>ESL Teacher</u>		11/15/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q154 School Name: P.S. 154Q

Cluster: 2 Network: 207

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.

From running the RHLA in ATS, sending parents a Language Preference Form in September in which they indicate the language they would like to receive written information and oral communication from the school, and meeting with parents at the beginning of the school year, we assess the number and types of home languages present within our school community. At the start of our school year, an ESL Parent Meeting, in conjunction with the parent coordinator, is scheduled. At that time the staff discusses and informs parents of their options regarding the different programs that are available to their child. Videos in many different languages were created to explain the different options to parents. From listening to new parents and understanding our current population, we have multiple people available within the school who can act as interpreters (Urdu/Pashtu, Spanish, Chinese, Hindi, French for example) and are available to parents. We also use multi-language stamps to communicate important messages and information to parents throughout the school year. Based upon parent feedback, certain documents are also sent to the Translation Unit to be translated prior to schoolwide distribution and phone calls are made to inform/remind parents of important information and events. Translators are also present at parent-teacher conferences for the most frequently-spoken languages in our school community based upon the RHLA, as well as through the DOE Translation Unit (for which is provided to all school personnel to use as a resource to communicate with families). We also have parents who volunteer to translate for other parents at our monthly meetings.

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

The major findings of our school's written translation and oral interpretation needs come from running and analyzing the RHLA report in ATS and from formal and informal conversations with our school community and parent coordinator to understand their translation and interpretation needs. Major findings include the desire for: translated documents, translations at parent meetings and parent-teacher conferences for some of our most common languages (Spanish, Chinese, Urdu, and Russian). Findings were reported to our school community at monthly parent meetings and PTA meetings. All major findings of our school are also updated and sent to parents in a weekly email from the parent

coordinator every Friday. There are monthly scheduled "First Fridays" where parents are invited into their child's classroom for a period to participate and learn alongside their child in different subject areas. After the classroom visit parents are invited to the auditorium for breakfast and conversation with the Principal and Assistant Principal to discuss what they saw in their child's classroom, inform them of upcoming events and/or important messages, and answer any questions they may have. This monthly First Friday event keeps the neighboring community regularly welcomed and informed of what their children are learning. The P.S. 154Q school web site, <http://schools.nyc.gov/SchoolPortals/25/Q154/default.htm> is always providing recent news and information.

Part B: Strategies and Activities

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

Written translations are provided by the NYC Department of Education. High Priority documents are translated or accompanied by a school stamp written in several languages which states, "Important Document: Please have translated."

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

Oral Interpretation services are provided by the NYC Department of Education. All staff members possess the oral translation phone number to assist with parent conferences. In addition, the school arranges for interpreters to be available during Parent Teacher Conferences in November and March.

There are several staff members who are bi-lingual and are ready, willing, and able to provide oral translation services when needed. Languages include: French, Spanish, Urdu/Pashtu, Hindi, Hebrew, and Chinese.

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>.

A. PS 154Q is responsible for providing 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 available at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.

B. PS 154Q posts, in a conspicuous location at or near the primary entrance to such school, a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. PS 154Q school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. Parents who speak a primary language that is neither English nor a covered language shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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: P.S. 154Q	DBN: 25Q154
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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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: 4
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: The Title 3 Before-school Program is specifically designed to support academic progress for children identified as English Language Learners based on the results of two possible assessments; LAB-R and/or NYSESLAT. The PS154Q Title 3 Before school Program for English Language Learners is an exciting program that will offer children the opportunity to participate in a Storytelling Residency with LuAnn Adams and academic support in reading and writing provided by our certified ESL teachers. Students who tested as Beginners/Intermediates on the NYSESLAT and/or LABR in grades K-2 will be offered the opportunity to participate in the program to gain more support in their reading, writing, listening, and speaking abilities. This will be a ten week program; students will attend three mornings a week from 7:10-8:10 AM. Approximately 60 students will be served in this program; 15 students per class for a total of four classes. The language of instruction will be English. Teachers, who are ESL certified, will use a combination of materials from: Foundations and teacher-created materials to support student preparation for the NYSESLAT and Ms. Adams' residency. Ms. Adams' residency will be two mornings a week; she will see students one time a week (up to 30 students at a time; she will be there twice a week to see all 60 students).

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: Teachers working in the Title III program will receive professional development with Teachers College Reading and Writing Project for general knowledge and strategies to support student work in reading and writing. They will also be working with CFN 207 Network Support Specialists Giuvela Leisengang and Lena Kim to implement thinking maps to improve student writing. Approximately 6 half-day sessions have been planned to support thinking maps implementation and ELL writing and three-five TC sessions either in school or at Teachers College have been scheduled throughout the year. One teacher is also participating in three full-day workshops with Mary Anne Cuchiara to learn new strategies to support ELL students.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Multiple parent engagement activities are planned including workshops to teach parents English; workshops on how to support your children on their homework; and cultural diversity workshops and events to engage parents in discussions about different cultures and practices. Workshops will be provided by ESL teachers, our parent coordinator, and other members of the school support staff. Flyers and notices home are translated into Spanish. Parent and staff volunteers provide translation services to parents at workshops in Chinese and Spanish. Workshops are ongoing throughout the year, for example:

- ESL parent workshops--4 week series in January (1 hour each)
- Homework Assistance--November (AM and PM; 2 hours each)
- Diversity Cultural Cuisine Night--May (3 hours)
- CCSS Workshops--3 week series December (1.5 hours each)

Part E: Budget

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

Allocation Amount: \$15840

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

Part E: Budget

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

Allocation Amount: \$15840

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