



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**School Name:** PUBLIC SCHOOL 54  
THE CHARLES W. LENG SCHOOL

**DBN (i.e. 01M001):** 31R054

**Principal:** KAREN CATANZAROLAROSA

**Principal Email:** KCATANZ@SCHOOLS.NYC.GOV

**Superintendent:** MS. JESSICA JENKINS

**Network Leader:** NEAL OPROMALLA

**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
Karen Catanzarolarosa	*Principal or Designee	
Cynthia Vesce	*UFT Chapter Leader or Designee	
Danielle Wolff	*PA/PTA President or Designated Co-President	
Suzanne Brandi	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	
Ilene Coven	Member/ Teacher	
Laurie Ann Lazaro	Member/ Teacher	
JoAnn Ortega	Member/ Teacher	
Christina Salters	Member/ Teacher	
Rolph Singh	Member/ Parent	
Blythe Aguayo	Member/ Parent	
Daniel Wolff	Member/ Parent	
Natalie Jangula	Member/ Parent	
Susan Belkin	Member/ Parent	
Valerie Careccia	Member/ Parent	
	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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## **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 provide targeted instruction to English Language Learners in order for them to gain proficiency with more complex, grade appropriate texts in English Language Arts which will result in 50% of our English Language Learners (ELLs) in grades 4-5 (11 students) demonstrating progress on the NYS ELA exam. This will be evidenced by an increase of at least 40 Scale Score points over their 2013 ELA results with the remaining 50% of 4<sup>th</sup> and 5<sup>th</sup> grade ELLs demonstrating a growth of at least 20 Scale Score Points.

### **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.

- **Needs Assessment According to the NY State ELA Assessment Data and Trends in Progress:**

During the 2012 -2013 school year, 0% of English Language Learners scored a Level 3 or 4 on the NYS ELA exam. This was a significant decrease from the 2011 - 2012 results, when 40.5% of English Language Learners scored a Level 3 or 4 on the NYS ELA exam. When analyzing the data, it is evident that PS 54 needs to continue to employ additional strategies to address the needs of English Language Learners in order to increase their performance in English Language Arts.

- **Needs Assessment According to the 2012 – 2013 Progress Report:**

According to the 2012 – 2013 NYC Progress Report, PS 54 earned .08 points for Closing the Achievement Gap in the category of English Language Learners. From this data, it is evident that PS 54 needs to continue to employ additional strategies to address the needs of English Language Learners to increase their performance in English Language Arts.

- **Needs Assessment According to the 2012 – 2013 NYSESLAT Results:**

A review of the 2012 – 2013 NYSESLAT Combined Modality Report reveals that in 2013, nine of our English Language Learners in grades 4 and 5 scored at the Advanced Level. One student scored at the Intermediate Level. One student was a newcomer to our school from another country and did not take the NYSESLAT in Spring 2013. After analyzing the results of the NYSESLAT, it is evident that our English Language Learners are deficient in the areas of reading and writing. This is a need that will be addressed to increase performance on the 2014 English Language Arts exam.

**Needs Assessment According to the 2012 – 2013 School Quality Review. Recommendations Include:**

As stated in the 2012 – 2013 Quality Review: **Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.**

### **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. PS 54 is currently using the recommended ELA , CCSS aligned Department of Education reading program, Ready Gen. This program has a built in component for English Language Learners which classroom teachers use daily in their instruction.
2. Meeting Success after school program provides additional support to our English Language Learners.

3. Academic Intervention Service (Reach For The Stars) is offered for nine weeks after school to further support our English Language Learners.
4. Saturday Academy, Test Preparation Program, will begin in February 2014 and conclude in April 2014.
5. Extended Day
6. ESL Services
7. Professional Development :Leader in Me (Franklin Covey Program)
8. Professional Development :ESL Teachers attend Professional Development offered by our CFN.
9. Professional Development :Lap Training
10. Professional Development :NYSESLAT workshop
11. Professional Development :Lunch and Learn given by ESL teachers and Network

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

1. Classroom Teachers, Special Education Teachers, Lead Teachers, ESL Teachers, Administration
2. ESL Teachers
3. General Education Teachers, Special Education Teachers, Lead Teachers
4. General Education Teachers, Special Education Teachers, Lead Teachers
5. General Education Teachers, Special Education Teachers, ESL Teachers
6. ESL Teachers
7. Coaches from Leader in Me
- 8., 9. , 10.,11., Network instructional coaches and specialists

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

1. Performance Based Assessments in Ready Gen. End of unit tests in Ready Gen
2. Base-line assessment, and intermittent assessments in Imagine Learning Computer Based Learning Program
3. Increase in independent reading levels on Teacher's College Reading Assessment
4. Ready New York CCSS Instruction end of unit assessments
5. Increase in independent reading levels on Teacher's College Reading Assessment
6. Increase in independent reading levels on Teacher's College Reading Assessment, Performance Based Assessments in Ready Gen, End of unit tests in Ready Gen, NYSESLAT exam
7. An increase in scores in all school assessments as a result of the implementation of Leader in Me.
8. , 9. , 10.,11., Increase in scores on the 2014 NYSESLAT and New York State ELA exam

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

1. September 2013 – June 2014
2. November 2014 – April 2014
3. December 2013 – February 2014
4. February 2014 and conclude in April 2014.
5. September 2013 – June 2014
6. September 2013 – June 2014
7. January 2014 – June 2014
8. , 9. , 10.,11., September 2013- June 2014

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

1. During the school day, Lead Teacher Program, Network Support
2. After school, ESL Teachers, Imagine Learning Program
3. After School, Guided Reading, Close Reading, Annotated Texts.
4. Saturday morning from 9:00 a.m. – 11:00 a.m. – Test Preparation Books – Ready New York CCSS Instruction

5. Monday and Tuesday from 2:20 p.m. – 3:10 p.m. Guided Reading.
6. During the school day. ESL Teachers. ESL Components from Ready Gen
7. During the school day- All PS 54 personnel- Franklin Covey Coaches
8. . , 9. , 10.,11- During the school day –Network instructional coaches and specialists

**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).

1. PS 54 held three Town Hall Meetings for parents of students in grades 4-5. One was held at night to accommodate working parents and two were held during the school day. At these meetings, fourth and fifth grade classroom teachers discussed the Common Core Learning Standards and how they impact instruction and testing. Parents were introduced to Engage New York and the Common Core Library. They were also shown how the upcoming state exams changed in difficulty as the Common Core Learning Standards were implemented. The teachers also presented ThinkCentral.com which is the computer component to Go Math. They showed the parents how to navigate this site and how to use tutorials that are available to provide extra help at home. The teachers also provided time for questions and answers.
2. Extended Conferences are available for parents who asked for a more in depth conference with their child's teacher. Teachers are able to schedule these conferences before or after school and on their preparation periods.
3. The Parent Coordinator conducted a workshop in November addressing the ARIS Parent Link. Parents were taught how to log on to ARIS and access academic data about their child. They were told how this data is used by school personnel and also were also shown how they can use this same data to work with their child at home.
4. PTA sponsored Literacy Family Fun Night will be held in the spring. At this event, children and their parents will have an opportunity to engage in various literacy activities.
5. The Parent Coordinator was instrumental in implementing an English For Adults class at PS 54. This class is sponsored by the Jewish Community Center on Manor Road, Staten Island. The class meets for two hours once a week at PS 54.
6. An International Fair is held at PS 54 in the spring under the direction of our ESL Teachers and Parent Coordinator. Parents provide ethnic food. Students perform ethnic music and dance.
7. Parent Workshop on The Leader in Me.

**Budget and Resource Alignment**

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

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

**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.

By June 2014, 50% of all Students with Disabilities in grades 4-5 (15 out of 29 students), who are not also categorized as ELLS, will demonstrate progress on the NYS ELA exam as evidenced by movement from Level 1 to Level 2. The remaining 50% of 4<sup>th</sup> and 5<sup>th</sup> grade Students with Disabilities will demonstrate a growth of at least 40 Scale Score Points on the 2014 ELA exam.

**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.

- **Needs Assessment According to the NY State ELA Assessment Data and Trends in Progress:**

During the 2012 -2013 school year, only 1% of Students with Disabilities scored a Level 3 or 4 on the NYS ELA exam. This was a significant decrease from the 2011 - 2012 results, when 21% of the students with disabilities scored a Level 3 or 4 on the NYS ELA exam. This was an increase from 2010-2011 data which

indicated that in the 2010 - 2011 school year 14% of the students with disabilities scored a level 3 or 4 on the state ELA exam. When analyzing the data, it is very evident that PS 54 needs to employ additional strategies to address the needs of Students with Disabilities in order to increase their performance in English Language Arts.

• **Needs Assessment According to the 2012 – 2013 Progress Report:**

According to the 2012 – 2013 NYC progress Report, PS 54 received minimal points earned for Closing the Achievement Gap in the category of English Language Arts for our Self-Contained, ICT and SETSS Special Education Support Services. According to this data, PS 54 received the following scores:

Self Contained: 0.00 Points Earned

Integrated Co-Teaching (ICT): 0.37 Points Earned

Special Education Teacher Support Services (SETTS): 0.31 Points Earned

• **Needs Assessment According to the 2012 – 2013 School Quality Review. Recommendations Include:**

As stated in the 2012 – 2013 Quality Review: **Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.**

**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.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. PS 54 is currently using the recommended ELA Department of Education reading program, Ready Gen. This program has a built in RTI component which teachers use daily in their instruction.
2. Academic Intervention Services are provided three times a week for a period of 50 minutes each.
3. Inquiry Team has been established and will focus on grades 3-5 self contained special education classes. This team will concentrate on Close Reading strategies using A-Z Reading Materials.
4. Reading volunteers from Staten Island Mental Health provide one to one reading support during all lunch periods.
5. Academic Intervention Service (Reach For The Stars After School Program) is offered for nine weeks.
6. Saturday Academy will begin in February and conclude in April. This program will meet each Saturday from 9:00 a.m. – 11:00 a.m.
7. Academic Intervention Service during the school day.
8. SETTS
9. Professional Development: Leader in Me (Franklin Covey Program) Teachers were introduced to The Seven Habits
10. Professional Development: Ready Gen – overview of program, writing component, guided reading, independent reading
11. Professional Development: New Teacher Support, IEP Writing
12. Professional Development: Instructional Walks/Intervisitations

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

1. Classroom teachers, Lead Teachers, ESL Teachers, SETTS Teachers and Administration.
2. Cluster teachers and service providers.
3. Special Education Teachers, Lead Teachers, Administration.
4. Reading volunteers.
5. Classroom Teachers

6. Classroom Teachers
7. Academic Intervention Service Teacher
8. Special Education Teachers
9. Professional Developers from Leader in Me, all school personnel
10. Lead Teachers and Instructional Leads assigned to attend year long Ready Gen meetings.
11. Network coaches and specialists
12. Principal, Assistant Principal, Classroom Teachers

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

1. Performance Based Assessments in Ready Gen. End of unit tests in Ready Gen
2. Teacher's College Reading Assessment
3. Performance Based Assessments in Ready Gen, Teacher's College Reading Assessment, A-Z Reading Assessment.
4. Teacher's College Reading Assessment
5. Teacher's College Reading Assessment
6. Ready New York CCLS Instruction Test Prep Material Assessments
7. Teacher's College Assessment, Performance Based Assessment in Ready Gen, Spring 2014 ELA Exam
8. Teacher's College Assessment, Performance Based Assessment in Ready Gen, Spring 2014 ELA Exam
9. Teacher's College Assessment, Performance Based Assessment in Ready Gen, Spring 2014 ELA Exam, a decrease in OORS reports
10. Teacher's College Assessment, Performance Based Assessment in Ready Gen, Spring 2014 ELA Exam
11. IEP's Written more detailed. A decrease in the amount of referrals to more restrictive environments.
12. Improvement in pedagogical practice. An increase in Effective and Highly Effective Danielson Ratings.

**4. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014
2. September 2013 – June 2014
3. November 2013 – June 2014
4. October 2013 – 2014
5. December 9, 2013 – February 24, 2014
6. February 2014 – April 2014
7. December 2013 – June 2014
8. September 2013 – June 2014
9. January 2014 – June 2014
10. September 2013-June 2014
11. September 2013-June 2014
12. September 2013-June 2014

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

1. During the school day. Lead Teacher Program, Network Support.
2. During the school day. Flexible scheduling, Administration Periods.
3. This team will meet twice a week after school.
4. During the school day at both lunch periods. Volunteers from Staten Island Mental Health.
5. After school. Reading class meets on Monday from 3:15 p.m. – 4:15 p.m. Math class meets on Thursday from 2:30 p.m. – 3:30 p.m..
6. Saturday mornings from 9:00 a.m. – 11:00 a.m. Ready New York CCLS Instruction Test Preparation Books will be used.
7. One AIS teacher will meet with small groups of students for 45 minutes during the school day.
8. Two special education teachers will meet with students in a small group setting during the school day.
9. During the school day. All school personnel are involved in implementing this program.
10. During the school day. Professional Development given by lead teachers and instructional leads
11. During the school day designed for new teachers. Professional development given from the Network
12. During the school day. All classroom teachers and administration

**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).

1. PS 54 held three Town Hall Meetings for parents of students in grades 4-5. One was held at night to accommodate working parents and two were held during the school day. At these meetings, fourth and fifth grade classroom teachers discussed the Common Core Learning Standards and how they impact instruction and testing. Parents were introduced to Engage New York and the Common Core Library. They were also shown how the upcoming state exams changed in difficulty as the Common Core Learning Standards were implemented. The teachers also presented ThinkCentral.com which is the computer component to Go Math. They showed the parents how to navigate this site and how to use tutorials that are available to provide extra help at home. The teachers also provided time for questions and answers.
2. Extended Conferences are available for parents who asked for a more in depth conference with their child's teacher. Teachers are able to schedule these conferences before or after school and on their preparation periods.
3. The Parent Coordinator conducted a workshop in November addressing the ARIS Parent Link. Parents were taught how to log on to ARIS and access academic data about their child. They were told how this data is used by school personnel and also were also shown how they can use this same data to work with their child at home.
4. PTA sponsored Literacy Family Fun Night will be held in the spring. At this event, children and their parents will have an opportunity to engage in various literacy activities.

**Budget and Resource Alignment**

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

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

**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.

By June 2014, 50% of the bottom one third in grades 4-5 (27 out of 55; exclusive of Students With Disabilities (38 students are identified as having disabilities. There are a total of 93 students in our bottom third in grades 4 and 5.), will demonstrate progress on the NYS ELA exam as evidenced by movement from of one level.

**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.

- **Needs Assessment According to the NY State ELA Assessment Data and Trends in Progress:**

During the 2011 – 2012 school year, 9.2% (109 students) scored at Level One on the NYS ELA exam. 25.8% (244 students) scored at Level 2. On the 2012 – 2013 ELA exam, 25.3% (149 students) scored at Level One while 35.2% (128 students) scored at Level Two. When analyzing the data, it is very evident that PS 54 needs to employ additional strategies to address the needs of our bottom one third students in order to increase their performance in English Language Arts.

- **Needs Assessment According to the 2012 – 2013 Progress Report:**

According to the 2012 – 2013 NYC progress Report, PS 54 received minimal points earned for School Progress in the category of English Language Arts for our Lowest Third. According to this data, PS 54 received the following scores:

Median Adjusted Growth Percentile for School's Lowest Third: 4.53 Points

- **Needs Assessment According to the 2012 – 2013 School Quality Review. Recommendations Include:**

As stated in the 2012 – 2013 Quality Review: **Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce**

meaningful work products.

### ***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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. PS 54 is currently using the recommended ELA Department of Education reading program, Ready Gen. This program has a built in RTI component which teachers use daily in their instruction.
2. Academic Intervention Service (Reach For The Stars After School Program) is offered for nine weeks.
3. Reading volunteers from Staten Island Mental Health provide one to one reading support during all lunch periods.
4. Saturday Academy will be offered to all students in grades 4 and 5. This program will begin in February and conclude in April. The students will meet each Saturday from 9:00 a.m. – 11:00 a.m.
5. Academic Intervention During the school day.
6. At Risk SETTS services
7. Professional Development: Leader in Me (Franklin Covey Program) – Teachers were introduced to The Seven Habits
8. Professional Development: Ready Gen - overview of program, writing component, guided reading, independent reading
9. Professional Development: Ready Gen – implementing guided reading, independent reading into the program
10. Professional Development: Assessment in Instruction
11. Professional Development: Discussion and Questioning Techniques
12. Professional Development: Response to Intervention

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Classroom teachers, Lead Teachers, ESL Teachers, SETTS Teachers Administration
2. General Education and Special Education Classroom Teachers
3. Volunteers from Staten Island Mental Health
4. General Education and Special Education Teachers
5. AIS Teacher
6. Special Education Teacher
7. Professional Developers from Franklin Covey. All school personnel
8. Lead Teachers and Instructional Leads assigned to attend year long Ready Gen meetings.
9. Network Support
10. Talent Coach
11. Administration
12. SETTS Teacher and Speech Teacher

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

1. Performance Based Assessments in Ready Gen. End of unit tests in Ready Gen
2. Teacher's College Reading Assessment
3. Teacher's College Reading Assessment
4. Teacher's College Reading Assessment, Ready Test Prep Material Assessment
5. Teacher's College Reading Assessment, Performance Based Assessments from Ready Gen Program
6. Ready Test Prep Material Assessments, Teacher's College Reading Assessment

7. Increase in classroom participation, proactive behavior which will lead to an increase in academic scores
8. Teacher's College Reading Assessment, Performance Based Assessments from Ready Gen, an increase in scores on 2014 ELA exam.
9. Teacher's College Reading Assessment, Performance Based Assessments from Ready Gen, an increase in scores on 2014 ELA exam.
10. Improvement in pedagogical practice. An increase in Effective and Highly Effective Danielson Ratings.
11. Improvement in pedagogical practice. An increase in Effective and Highly Effective Danielson Ratings.
12. A decrease in the amount of referrals to more restrictive environments

**4. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014
2. December 2013 – February 2014
3. October 2013 – May 2014
4. February 2014 – April 2014
5. December 2013 – June 2014
6. September 2013 – June 2014
7. January 2014 – June 2014
8. August 2013 – June 2014
9. December 2013 – June 2014
10. September 2013 – June 2014
11. October 2013
12. October 2013 – June 2014

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

1. During the school day. Lead Teacher Program, Network Support.
2. After school Monday afternoons from 3:15 p.m. – 4:15 p.m. and Thursday afternoons from 2:30 p.m. – 3:30 p.m.
3. During the day at both lunch periods. Volunteers from Staten Island Mental Health.
4. Saturday mornings beginning in February 2014 and ending in April 2014. General education teachers and special education teachers will teach during this Saturday Academy.
5. Academic Intervention Service Teacher
6. Special Education SETTS teacher.
7. A full day Professional Development was held on Election Day. Half day trainings were held in September and November during the school day. Professional development was done by Franklin Covey coaches. All school personnel were involved.
8. Continuous professional development is ongoing at PS 54. Lead Teachers attend Ready Gen meetings and turnkey information to the staff during faculty meetings, Teacher Team Meetings and Lunch and Learn.
9. This professional development was given by a network instructional coach. She worked with staff to implement guided reading and independent into the Ready Gen Program. This professional development was during the school day – periods one-four.
10. Lunch and Learn on November 25. This was given by our Talent Coach.
11. Lunch and Learn on October 15. This was given by Administration.
12. September 2013. During the school day.

**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).

1. PS 54 held three Town Hall Meetings for parents of students in grades 4-5. One was held at night to accommodate working parents and two were held during the school day. At these meetings, fourth and fifth grade classroom teachers discussed the Common Core Learning Standards and how they impact instruction and testing. Parents were introduced to Engage New York and the Common Core Library. They were also shown how the upcoming state exams changed in difficulty as the Common Core Learning Standards were implemented. The teachers also provided time for questions and answers.
2. Extended Conferences are available for parents who asked for a longer and more detailed conference with their child's teacher. Teachers are able to schedule these conferences during preparation periods and before or after school.
3. The Parent Coordinator conducted a workshop in November addressing the ARIS Parent Link. Parents were taught how to log on to ARIS and access academic data about their child. They were told how this data is used by school personnel and were also shown how they can use this same data to work with their child at home.

4. PTA sponsored Literacy Family Fun Night will be held in March 2014. At this event, children and their parents will have an opportunity to engage in various literacy activities.
5. Ongoing parent workshops on The Leader in Me.

**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	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**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.

By June 2014, 50% of the bottom one third in grades 4-5 (47 out of 93 students inclusive of Students With Disabilities and English Language Learners), will demonstrate progress on the NYS Math Exam by an increase of one level.

**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.

- **Needs Assessment According to the NY State ELA Assessment Data and Trends in Progress:**

During the 2011 – 2012 school year, 9.2% (109 students) scored at Level One on the NYS ELA exam. 25.8% (244 students) scored at Level 2. On the 2012 – 2013 ELA exam, 25.3% (149 students) scored at Level One while 35.2% (128 students) scored at Level Two. When analyzing the data, it is very evident that PS 54 needs to employ additional strategies to address the needs of our bottom one third students in order to increase their performance in English Language Arts.

- **Needs Assessment According to the 2012 – 2013 Progress Report:**

According to the 2012 – 2013 NYC progress Report, PS 54 received minimal points earned for School Progress in the category of English Language Arts for our Lowest Third. According to this data, PS 54 received the following scores:

Median Adjusted Growth Percentile for School’s Lowest Third: 4.53 Points

- **Needs Assessment According to the 2012 – 2013 School Quality Review. Recommendations Include:**

As stated in the 2012 – 2013 Quality Review: **Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework and is aligned to curricula, engaging and meets the needs of all learners so that all students produce meaningful work products.**

**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.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. PS 54 is currently using the recommended Department of Education Math Program, Go Math!. This program has a built in RTI component which teachers use daily in their instruction. Go Math also contains a “Grab and Go” component that provides differentiated math activities, games and math literature. This component is used

- during small group instruction. A “Digital Path” component is also included whereby students are able to independently access many Common Core aligned math sources both at home and in school.
- 2. Academic Intervention Service (Reach For The Stars After School Program) is offered for nine weeks after school.
- 3. Math Content Specialists (cluster program) provide intensive instruction in math problem solving using the Exemplars Program, which supports classroom math instruction.
- 4. Saturday Academy will be offered to all students in grades 4 and 5. This program will begin in February and conclude in April. The students will meet each Saturday from 9:00 a.m. – 11:00 a.m.
- 5. Academic Intervention during the school day.
- 6. At Risk SETTS services
- 7. Professional Development Leader in Me (Franklin Covey Program)
- 8. Professional Development for the Go Math! Program
- 9. Professional Development for the Exemplar Math Program
- 10. Professional Development RTI

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

- 1. Classroom teachers, Lead Teachers, SETTS Teachers, Administration
- 2. Special Education Teachers, General Education Teachers
- 3. Two Lead Teachers
- 4. General Education Teachers, Special Education Teachers, Lead Teachers
- 5. General Education Teachers, Special Education Teachers
- 6. Special Education Teachers
- 7. Staff Development from Franklin Covey -All school personnel.
- 8. Lead Teachers and Instructional Leads assigned to attend year long Go Math! meetings
- 9. Lead Teachers and Math Vertical Team
- 10. SETSS Teacher and Speech

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

- 1. End of chapter tests in Go Math. Performance Based Assessments at the end of each critical area. Daily “Kid Watching” skills checklist in all classrooms. Ongoing assessments throughout each lesson.
- 2. Teachers in this program were given the Item Skills Analysis results of the 2013 math exam. They will target these critical areas during Reach for the Stars after school program. There will be an increase in scores on the 2014 Math Exam.
- 3. An increase in the number of students who score at “Practitioner” on the Exemplars rubric. An increase of scores on Higher Order Thinking (HOT) problems in Go Math. An increase in scores on the 2014 math exam.
- 4. Ready Test Prep Assessments
- 5. An increase in scores on the 2014 math exam.
- 6. An increase in scores on the 2014 math exam.
- 7. Increase in classroom participation and proactive behavior and attitude which will lead to an increase in all math assessments.
- 8. Increase in performance on the Go Math Chapter Tests and Performance Based Assessments. Increase in scores on the 2014 New York State Mathematics Exam
- 9. Increase in the number of students performing at a level of Practitioner and Expert based on the Exemplar Problem Solving Rubric. Increase in scores on the 2014 New York State Mathematics Exam
- 10. Decrease in the number of students referred to Special Education

**4. Timeline for implementation and completion including start and end dates**

- 1. September 2013 – June 2014
- 2. December 2013 – February 2014
- 3. September 2013 – June 2014
- 4. February 2014 – April 2014
- 5. December 2013 – June 2014
- 6. September 2013 – June 2014

7. January 2014 – June 2014
8. August 2013-June 2014
9. September 2013- June 2014
10. September 2013 –June 2014

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

1. During the school day. Lead Teacher Program. Network support. Go Math Program.
2. After school on Thursday afternoons beginning December 5, 2013 and ending on Teachers are using the Item Skills Analysis from the 2013 Math exam to create specific curriculum designed to meet the needs of the students in their group. These students are grouped according to their Proficiency Rating.
3. During the school day. Lead Teacher Program. Math Exemplars are used in this program.
4. Saturday morning from 9:00 a.m. – 11:-00 a.m. beginning in February 2014 and ending in April 2014. Ready New York CCLS Instruction will be used in this program.
5. Small group instruction will be given to the bottom third students in reading and math during the school day. RTI and the Digital Path from Go Math.
6. Special Education Teacher will service selected students during the school day. RTI from Go Math is used.
7. Characteristics of Covey’s 7 Habits of Highly Effective Students will be infused into the curriculum by classroom teachers and all school personnel.
8. Continuous professional development is ongoing at PS 54. Lead Teachers attend Go Math meetings and turnkey information to the staff during faculty meetings, Teacher Team Meetings and Lunch and Learn.
9. Ongoing professional development during the school day. Exemplar Professional Development from the Network
10. Ongoing professional development given by the SETTS Teacher and the Speech Teacher

**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).

1. PS 54 held three Town Hall Meetings for parents of students in grades 4-5. One was held at night to accommodate working parents and two were held during the school day. At these meetings, fourth and fifth grade classroom teachers discussed the Common Core Learning Standards and how they impact instruction and testing. Parents were introduced to Engage New York and the Common Core Library. They were also shown how the upcoming state exams changed in difficulty as the Common Core Learning Standards were implemented. The teachers also provided time for questions and answers.
2. Extended Conferences are available for parents who asked for a longer and more detailed conference with their child’s teacher. Teachers are able to schedule these conferences during preparation periods and before or after school.
3. The Parent Coordinator conducted a workshop in November addressing the ARIS Parent Link. Parents were taught how to long on to ARIS and access academic data about their child. They were told how this data is used by school personnel and also were also shown how they can use this same data to work with their child at home.
4. PTA sponsored Literacy Family Fun Night will be held in March 2014. At this event, children and their parents will have an opportunity to engage in various literacy activities.
5. Parent Workshop on Go Math offered in December. The purpose of this workshop was to acquaint parents with Think Central, the website for Go Math. Parents were introduced to the various components of Think Central. Another workshop is being held in Spring 2014.

**Budget and Resource Alignment**

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

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

**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.

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based 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.

- o **Strategies/activities that encompass the needs of identified subgroups**

1.

- o **Key personnel and other resources used to implement each strategy/activity**

1.

- o **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- o **Timeline for implementation and completion including start and end dates**

1.

- o **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

2.

**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).

**Budget and Resource Alignment**

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

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Extended Day. Guided Reading.	Small group. General Education – Ratio (10:1) Students with Disabilities Ratio (5:1)	After School – Monday and Tuesday from 2:20 p.m. – 3:10 p.m.
	Saturday Academy. Test Preparation.	Small group	Saturday morning from 9:00 a.m. – 11:00 a.m. beginning February 2014 and ending in April 2014.
	Reach For the Stars AIS servicing bottom third students.	Small group – students grouped according to Proficiency Level	After School each Monday beginning on December 9 and ending on February 24
	Academic Intervention Service	Small group	During the school day
	Meeting Success for English Language Learners. Reading Imagine Learning Computer Program	Small Group	Monday and Tuesday from 2:20 P.M. – 4:10 P.M.
<b>Mathematics</b>	Saturday Academy. Test Preparation	Small Group	Saturday morning from 9:00 a.m. – 11:00 a.m. beginning on February 2014 and ending in April 2014.
	Reach For the Stars	Small group – students grouped according to Proficiency Level	After School each Thursday beginning on December 5, 2013 and ending on January 30, 2014.
	Academic Intervention Service	Small Group	During the school day

<b>Science</b>	Guided Reading in science using Ready Gen materials.	Small Group	During the school day.
<b>Social Studies</b>	Guided Reading in social studies using Ready Gen Materials.	Small Group	During the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At risk counseling by our guidance counselor.	Individual, small group counseling	During the school day.
	At risk counseling given by our social worker.	Individual, small group counseling	During the school day.

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

- 13. All elements of the *All Title I Schools* section must be completed\*.
- 10. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 11. 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.
<ul style="list-style-type: none"> <li>• 100% of teachers at P.S. 54 are highly qualified.</li> <li>• To keep these Highly Qualified Teachers, quality professional development is scheduled throughout the school year to help teachers improve their practice.</li> <li>• Instructional Rounds are scheduled throughout the school year to highlight teachers who are Effective and Highly Effective in Danielson Domains.</li> <li>• Effective and Highly Effective Teachers are given the opportunity to share their knowledge and expertise by hosting student teachers from The College of Staten Island and Touro College.</li> <li>• Observers from The College of Staten Island are assigned to Effective and Highly Effective Teachers.</li> <li>• Teachers are invited to become part of the Lighthouse Team. These teachers are instrumental in implementing The Leader in Me Program into PS 54.</li> <li>• Highly Effective Teachers are given the opportunity to become Instructional Leads. These teachers attend meetings at our CFN and turnkey pertinent information to the staff.</li> <li>• Teachers frequently coordinate and attend "Lunch and Learns." This practice enables them to gain information on topics such as Danielson Observations and ESL best practices.</li> </ul>

**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).
<p><b><u>Ready Gen Professional Development:</u></b> Ready Gen Reading is aligned to the CCSS. Teachers were given the following professional development opportunities to implement Ready Gen into PS 54.</p> <ul style="list-style-type: none"> <li>• Professional Development offered by Pearson in July and August.</li> <li>• Ongoing professional development in Ready Gen throughout the school year for teachers who attended summer sessions.</li> <li>• Two teachers were selected to attend year long professional development in Ready Gen. These teachers attend bi-monthly meetings and turnkey the information to the staff during common preparation periods and Teacher Team Meetings.</li> <li>• Lead Teachers support classroom teachers during implementation of Ready Gen.</li> </ul> <p><b><u>Go Math! Professional Development:</u></b> Go Math! is aligned to the CCSS. Teachers were given the following professional development opportunities to implement Go Math! Into PS 54.</p> <ul style="list-style-type: none"> <li>• Professional Development offered by Houghton Mifflin/Harcourt in July and August</li> <li>• Ongoing professional development in Go Math! throughout the school year for teachers who attended summer sessions.</li> <li>• Two teachers were selected to attend year long professional development in Go Math! These teachers attend bi-monthly meetings and turnkey the information to the staff during common preparation periods and Teacher Team Meetings.</li> <li>• Lead Teachers support classroom teachers during implementation of Ready Gen.</li> <li>• One Lead Teacher gave a workshop to all classroom teachers around Think Central.com, the computer component to the Go Math! program.</li> </ul> <p><b><u>ADVANCE Professional Development:</u></b> Through frequent cycles of observation, administrators ensure that teachers are aligning their pedagogy to CCSS. The following professional development was given to teachers to ensure that they will</p>

become effective and highly effective.

- Teachers were given professional development on the Danielson Rubric in September 2013 and October 2013. The rubric was introduced and explained by administration. Teachers watched several videos and aligned the Danielson rubric with the lesson that was presented.
- Principal and Assistant Principal attend monthly grade meetings and provide professional development on any concerns that arise during observations.
- Lunch and Learn professional development sessions concentrating on Questioning and Discussion (3b) and Assessment in Instruction (3d) have been implemented with our Talent Coach.

**Leader in Me Professional Development:** The need for an anti-bullying/Leader Program arose at the 2013 Quality Review. PS 54 purchased The Leader In Me Program. This program is a school wide process that develops staff and students as leaders and thereby transforms the culture and performance of the school. It is a seamless integration of leadership development into daily curriculum and activities. Lessons around Franklin Covey's Seven Habits of Highly Effective People ultimately increase student performance. The following professional development was given to all staff:

- Half day professional development in October 2013. This workshop was given by Mr. Christopher McGuey, a Covey coach. He introduced the staff to the philosophy of The Seven Habits.
- Full Day Professional Development on Election Day, November 5, 2013. Teachers were introduced to the foundation of The Seven Habits and were introduced to each habit.
- Half day professional development on November 6 and 7. Teachers continued their study of The Seven Habits.
- Full day professional development on November 12, 2013 for teachers selected to be on the Lighthouse Team. These teachers will be instrumental in implementing The Seven Habits into PS 54.

### **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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Title III funds in the amount of \$11,237 will be used to implement our Meeting Success Program for English Language Learners. This is an after school program. Funds from Title III were also used to purchase Imagine Learning, the computer based program that is used in the program. Funds from Title III were also used to purchase NYSESLAT Test Preparation material.

Title One funds are used to fund a portion of The Leader in Me Program.

### **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.).

Preschool children are transitioned to the elementary school program in the following ways:

- ELA: Our Pre-k students are introduced to many early learning concepts. They are taught letter recognition and sound recognition. They are also taught sight words. Each student has a subscription to Scholastic Magazine. Students engage in reading aloud with the teacher each week. This is a supplement to our early reading program. Handwriting is also taught in our Pre-k program through Handwriting Without Tears Program. Story time is embedded into the curriculum. Teacher asks questions on all levels of the DOK are asked during and after each story is read. Kindergarten routines such as turn and talk, accountable talk and text based evidence are introduced in our Pre-K program.
- Math: Through a hands-on approach using manipulatives students are introduced to early math problem solving skills. Number recognition, counting, and early problem solving is introduced in our Pre-k.
- Our Pre-k students are invited into the kindergarten classes for special occasions (Book of the Month, read alouds, math sharing, plays) throughout the school year. Our Pre-k teachers also engage in intervisitations to make them aware of the demands of the kindergarten curriculum.
- Parent Involvement: Pre-k parents are invited to a "Welcoming Tea" in early June to acquaint them with PS 54's kindergarten program. The Principal, Assistant Principal, Parent Coordinator, Nurse, Special Education Providers and

Speech Providers speak to the parents. Parents are also taken on a tour of the kindergarten classes to observe classes in session. They are also taken on a tour of our building.

- Throughout the school year, the Pre-k teachers invite the parents to child/parent workshops to familiarize them with the school and DOE Policies.
- A “Sneak Peek” is scheduled for the day before kindergarten classes begin. Parents and students are invited into their kindergarten class for one hour. They meet their teacher and fellow classmates. They see their name on their new desk and get a feeling of “belonging.” This sneak peek lessens anxiety on the first day of school for both students and parents.

**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.

PS 54 uses Teacher’s College Running Records to assess independent reading levels. Ready Gen Performance Based Assessments (PBA) and end of unit tests are used to assess students in reading and writing. Go Math Performance Based Assessments (PBA) and end of unit tests are used to assess students in math skills and problem solving ability. Math Exemplar problem solving is also used as a form of assessment in K-5 classrooms and cluster areas.

Professional Development was given in Summer 2013 by Ready Gen and Go Math. The teachers who attended this Professional Development received three more full days of professional development in each area during the 2013 – 2014 school year. Our two Lead Teachers and teachers who attended the above Professional Development consistently provide Professional Development throughout the school year to all teachers regarding the above assessments.

Consultants from Exemplar provided three full days of Math Exemplar problem solving to Lead Teachers and selected classroom teachers, K-5. Deb Armitage, the staff developer modeled lessons in K-5 classrooms. Many teachers had the opportunity to observe and bring her practice back to their classroom.

Teachers meet with Administration and Lead Teachers to discuss the curriculum and assessments throughout the school year. Assessments results are from Ready Gen and Go Math are given to the administrators. The administrators are abreast of the validity of the assessments and value the views of the teachers regarding any assessment that is selected.

**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).

The Charles W. Leng School  
Public School 54  
1060 Willowbrook Road  
Staten Island, New York 10314  
718-698-0600 Fax: 718-698-1736

Karen LaRosa  
Principal

RoseMarie Hughes  
Assistant Principal

### **Parent Involvement Policy (PIP) Template**

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

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

#### **The following workshops are scheduled for the 2013 – 2014 school year:**

- **ARIS** - Parents receive access numbers and instruction on the effective navigation of ARIS.) Given by Parent Coordinator and Network Specialist
- **Town Hall Meeting** – Parents of students who did not meet proficiency levels on the 2012 – 2013 ELA and Math exams are invited to a meeting given by fourth and fifth grade teachers where an overview of the CCLS were presented. Strategies to help students at home were also presented at this meeting. Fourth and fifth grade teachers also presented Think Central.com, the computer component to Go Math at this meeting.
- **Common Core Learning Standards Workshop** – Parents will understand the expectations of the new Common Core Standards as well as information about how they can help their children meet the new Standards.
- **ELA and Math Test Overview** - Parents will understand the content of the upcoming ELA and Math exams and will receive strategies to help their children.
- **Go Math Workshop** – Parents will be given an overview of the Go Math Program and will be introduced to Think Central.com, the computer component to Go Math.
- **Ready Gen Workshop** – Parents will be given an overview of the Ready Gen Reading Program.
- **Leader in Me Workshop** – Parents will have an overview of the Seven Habits and how they are infused into the school day and curriculum.

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

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

We encourage parents to attend PTA Meetings. Due to low attendance in the past, we scheduled five PTA Meetings during the day and five meetings during the evening to accommodate all parents. During these meetings, the Principal and Assistant Principal inform parents of new programs and initiatives.

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

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

- **Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress:**

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

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

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

- Common Core Learning Standards workshops in English Language Arts and Math
- Accessing and understanding ARIS
- The Parent Coordinator facilitates in parents' understanding of the Standards and assessment results. She meets regularly with parents to help them understand the standards and assessments.
- Teachers inform parents of assessment data with the distribution of Periodic Assessment and Unit Test results. Meetings are scheduled with parents throughout the school year to support parents' understanding of this data.

- **Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand:**

- Notices are sent home in all languages. Our ESL Teachers send all parents of ELL students a *Preferred Home Language Survey* which is then maintained throughout the school year.
- We elicit the assistance of our staff in translation services. As a result, have a list of translators available at the school at all times.

- DOE translator service (NYC Translation and Interpretation Unit) is utilized for school meetings and three way home phone calls.
- Our School Leadership Team, consisting of PTA members and parent representatives works in close collaboration with school administration in all matters of instruction. SLT parents share information about school and parent related programs, meetings and other activities with other parents at PTA meetings and PTA sponsored events.
- Our full-time trilingual Parent Coordinator communicates regularly with parents concerning all matters of school and parent related issues.

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

- Professional Development and ongoing informal workshops in the effective use of our School Website is a collaborative effort on the part of both parents and teachers. Parents and teachers are both contributors to the effective functioning of this resource.
- Disney Musical Theater affords parents the opportunity to work with their children and teachers in order to produce a spring musical.
- Our Parent Coordinator regularly attends workshops focused on building community and increasing parent involvement. She turnkeys this information to the staff.
- A Thanksgiving Feast affords parents, teachers and students an opportunity to share in ethnic food while celebrating the Thanksgiving holiday.
- An International Festival is held each spring. Cultural food, dance and music are presented.

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

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

- **Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact:**

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

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

At the Title One Meeting and the School Leadership Team meetings, it was decided that Title I funding would be utilized to implement The Leader in Me Program. This program is beneficial to all students and school personnel. It will empower students to become leaders. Parents are an important part of this program.

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

The Leader in Me Program enables PS 54 to implement the work of Franklin Covey. This program is a school wide process that develops staff and students as leaders and thereby transforms the culture and performance of the school. It is a seamless integration of leadership development into daily curriculum and activities. Lessons around Franklin Covey's Seven Habits of Highly Effective People ultimately increase student performance.

- **Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title One Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills:**

The School Leadership Team in addition to all other members of the school community are invited to attend workshops on ARIS, The NYC Department of Education Discipline Code. These teams also play an important part in the implementation of The Leader in Me.

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

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

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

The following workshops have been held or are scheduled during the 2013 - 2014 school year:

#### Academic Workshops

- Three Town Hall Meetings which focused on the Common Core Learning Standards and various methods to help the students become college and career ready.
- Go Math Workshop
- Ready Gen Workshop
- Leader in Me Workshop
- Think Central Workshop
- ARIS Workshop

#### Parenting Workshops

- Nutrition and Healthy Development of Young Children February 2014
- Managing Difficult Behavior in Children November 2013

#### Community Outreach Events/Workshops

- Glow in the Dark Back to School Party (September 2013)

- Spook and Read (October 2013)
- Halloween Party (October 2013)
- Penny Harvest (November 2013)
- Thanksgiving Feast (November 2013)
- Holiday Fair/Concert (December 2013)
- Fitness Fun Night (January 2014)
- A Date With Teddy Grades K-3 (February 2014)
- Family Game Night (February 2014)
- Literacy Night (March 2014)
- Spring Fling (March 2014)
- Go Orange For Animals (April 2014)
- Pre-K Carnival of Literacy Activities (May 2014)
- Mother/Daughter Zumba Evening (May 2014)

- **Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report:**

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

-The Assistant Principal meets with parents to further explain the Standards and assessments.

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

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

- **Host the required Annual Title One Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title One program about the school's Title One funded program(s), their right to be involved in the program and the parent involvement requirements under Title One, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act:**

We held a Title One Meeting in November which gave parents an overview of the Title One Program. We have two Title One parent representatives who attend Title One Meetings. Title One parent representatives then turnkey information to SLT and PTA members.

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

Workshops are held during the day and in the evening to accommodate all parents. Our Parent Coordinator reaches out to parents who cannot attend certain workshops and works with them on an individual basis. PTA Meetings were changed this school year to increase attendance. Five PTA Meetings are scheduled for the evening and five are scheduled for the evening to accommodate all parents. Information regarding educational programs is also given at PTA Meetings and is also available on the school's website, [www.PS54Ladybugs.org](http://www.PS54Ladybugs.org).

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

- To best service our non-English speaking parents, we utilize the Language Identification Guide, which is presented to non-English speaking parents so that they may find their language and identify it for us.
- -Pedagogues and staff who may be called upon for interpretation, as indicated in Part A, include, Mrs. Azim (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Mrs Szyffer (Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of these interpreters will assist the parents in all matters requireing interpretation, such as during group and one-on-one meetings. This service is offered upon request when such services are necessary for parents to communicate with teachers, guidance counselors, the school nurse and/or other school staff regarding critical information about their child's education.
- -In addition, parents may choose to rely on an adult friend/companion or relative (who is over 18) for language and interpretation services. These individuals can serve as interpreters for school staff and parents during formal or informal meeting where student achievement and/or student conduct are discussed. This often occurs at Parent-Teacher conferences.
- -If additional interpretation support is needed, we contact the Department of Education Interpretation services Department for over-the-phone assistance at 718-752-7373.
- **Conduct an Annual Title One Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help:**

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

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

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

Classroom teachers conduct Curriculum Conferences for all parents in late September.

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

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

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

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

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

Scheduled Family Events include:

- Glow in the Dark Back to School Party (September 2013)
- Spook and Read (October 2013)
- Halloween Party (October 2013)
- Penny Harvest (November 2013)

- Thanksgiving Feast (November 2013)
- Holiday Fair/Concert (December 2013)
- Fitness Fun Night (January 2014)
- A Date With Teddy Grades K-3 (February 2014)
- Family Game Night (February 2014)
- Literacy Night (March 2014)
- Spring Fling (March 2014)
- Go Orange For Animals (April 2014)
- Pre-K Carnival of Literacy Activities (May 2014)
- Mother/Daughter Zumba Evening (May 2014)

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

Our Parent Coordinator maintains a Bulletin Board which displays updated resources and events. She also maintains instructional resources, including literature and tools that will assist parents as they work with their children.

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

- Fathers are encouraged to be chaperones on trips and during in-school events.
- We are conducting a father/son basketball afternoon in June.
- Fathers are encouraged to attend our Memorial Day Parade to help in constructing our float.
- Our PTA Vice President is a man and he encourages fathers to attend PTA meetings and other school events.

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

We encourage parents to become trained reading volunteers and arrange workshops with the Staten Island Mental Health Society. We also encourage parents to arrange workshop for Artworks.

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

- Report Cards are distributed to all grades in November and March.
- School wide interim Progress Reports are distributed in January.
- Parents are notified of their child's reading level after the child is assessed using the Teacher's College Assessment. This Assessment is completed in September, December, March and June.

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

- The Beetle, our school newspaper, is distributed monthly. The Beetle gives information about all events that are ongoing in the school.
- Our website, [www.PS54Ladybugs.org](http://www.PS54Ladybugs.org) also gives information about the events in our school.
- Our new phone system, Schoolnet Messenger informs parents about upcoming events.

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

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

**The Charles W. Leng School  
Public School 54  
1060 Willowbrook Road  
Staten Island, New York 10314  
718-698-0600 Fax: 718-698-1736**

**Karen LaRosa  
Principal**

**RoseMarie Hughes  
Assistant Principal**

**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 One, 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 One, 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:***

- Ready Gen Reading Program: This program is aligned with the CCSS and is being implemented in grades K-5 this school year. Ready Gen embraces the shifts in English Language Arts by providing non-fiction reading selections, front loading vocabulary, close reading and giving students experience with complex texts. Students are asked to complete Performance Based Assessments (PBA) at the end of each unit which is similar to the New York State English Language Arts Exam that students will take in Spring 2014.
- Go Math! : This program is aligned with the CCSS and is being implemented in grades K-5 this school year.
- Math Exemplars: This program uses open-ended material to engage students and help them to develop critical thinking and reasoning skills to solve real-world problems. Each problem-solving task has been classroom-tested and can be used for assessment, instruction and/or professional development. Rubrics and anchor papers are integral components of all our material.
- Science: P.S. 54's science curriculum is based on the New York State Core Curriculum in Science. We focus on two major strands in kindergarten through the fifth grade- the Physical Setting and the Living Environment. Science instruction provides students with opportunities to interact directly with the natural world emphasizing a hands-on, inquiry-based approach to learning. Instruction in Science at P.S. 54 is offered in the classroom, as well as by one full time Science Cluster Teachers.
- Social Studies: Based on the New York State Core Curriculum, the teaching of Social Studies includes explorations of history, geography, economics, government and civics. Students learn about the people, places, eras, and events that shape our world.
- Arts: The study of music and visual arts enriches student learning across the entire curriculum while developing students' ability to express themselves, and build skills and knowledge in a variety of forms. An integral part of arts instruction at PS 54 is aligned with the New York State Education Department's Blueprint for the Arts.

**Using Academic learning time efficiently:**

- The PS 54 school day is divided into seven academic periods. The literacy block is 90 minutes and the math block is 75 minutes. In both math and reading, students are grouped according to ability. Work in both disciplines is scaffolded in order to afford all students equal opportunities to learn. Academic Intervention Services (AIS) are given to students in all grades who do not meet grade level standards. A push-in model is used. Our ESL teachers service students using both a push-in/pull-out model. Our band and chorus program is scheduled after school to minimize lost instruction during the school day.

**Respecting cultural, racial and ethnic differences:**

- Respect for All philosophy is evident throughout our school. Teachers are sent to Respect For All workshops and turn key information and curriculum to the staff.
- International Food Festivals are held twice a year. Cultural food, dance and music are presented and enjoyed by everyone.

**Implementing a curriculum aligned to the Common Core State Standards:**

- Ready Gen and Go Math! are both being implemented into PS 54. These programs are aligned to the CCSS. Teachers meet during Teacher Team Meetings and create curriculum maps to ensure that the CCSS are being met during classroom instruction.

**Offering high quality instruction in all content areas:**

- Content Specialists attend Teacher Team Meetings to efficiently address the needs of their students. These teachers focus on each grade's cycles and targets in their specific content area. Content Specialists attend professional Development offerings within their instructional areas.
- Administration is responsible for conducting observations using the Danielson Rubric. Teachers are rated against a rubric to ensure that high quality instruction is ongoing in all classrooms.

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

- All PS 54 teachers are Highly Qualified.

**Support home-school relationships and improve communication by:**

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

- Parent-Teacher conferences are held in November and March.
- Extended conferences are held for students in grades 4-5 who did not meet proficiency in ELA and Math on the 2013 exams.
- School-wide interim Progress Reports are distributed in January.
- Parents are notified of their child's independent reading level after assessment in September, December, March and June.

**Convening an Annual Title One Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title One program to inform them of the school's Title One status and funded programs and their right to be involved:**

- PS 54 conducted a Title One Parent Meeting in November and explained how these Title One funds will be used for the 2013 – 2014 school year.

**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:**

- For the 2013 – 2014 school year, PTA Meetings are alternated between the morning and evening. Five meetings are held during the evening and five are held in the morning.
- Town Hall Meetings for parents of students who did not meet proficiency on the 2013 ELA and/or Math exams were held during the evening and in the morning.
- All parent workshops are held during the day and in the evening to accommodate all parents.

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

- PS 54 provides each parent whose primary language is a covered language, and who require language assistance services, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.
- PS 54 has posted, near the primary entrance to the school, a sign in each of the most prominent covered languages, indicating the availability of interpretation services. In addition to these postings, the availability of language and interpretation services is also posted on our PS 54 School Website and on the Parent Coordinator's bulletin board.
- The PS 54 and DOE's website provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

**Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand:**

- PS 54 determines, within ten days of a student's enrollment, the primary language spoken by the family, and if this language is not English, whether the parents require language assistance in order to communicate effectively with the school staff. In accordance with this schedule:
- Our ESL teachers ensure that our ELL parents receive all pertinent correspondence in their native language, by referencing the preferred Language Forms. These forms are sent home in the beginning of the school year, and their return is monitored.
- Returned forms are kept on file in our ESL Office. Depending on the preferred language, all important correspondence is translated and sent home accordingly.
- PS 54 provides parents whose primary language is a covered language with the translation of any document that contains individual, student-specific information regarding, but not limited to a student's: health, safety, legal or disciplinary matters and entitlement or placement in any Special Education English Language Learner or non-standard academic program.
- We utilize the DOE Translation and Interpretation Unit for any written documentation for which translation is required, and cannot be satisfied by school staff.

**Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact:**

- Parents are actively involved in the planning and ongoing implementation of all Title One Programs. This work takes place during Title One meetings, School Leadership Team meetings and PTA Meetings.
  - A parent survey is developed by the PTA. This PTA sub-committee on Parental Involvement and Title One Parent Committee creates an annual parent survey. This survey, to be presented in the Spring will include parent opinions on curriculum, tone of school, as well as an evaluation of the quality of parent involvement opportunities and suggestions on how to improve communication. The PTA will be responsible for responding truthfully to the survey, and stipulations will be in place to ensure school wide parental response. The results of this survey will drive the focus for the following year's CEP and will play an integral role in the evaluation of the content and effectiveness of our parental involvement policy in improving the quality of the PS 54 Title One Program.
- In addition to the PTA School wide Parent Survey, PS 54 will participate in the annual NYCDOE Parent Survey.

**Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information:**

- ARIS is a parent online tool that enables parents to gain access to their child's achievement on state test scores, enrollment history and attendance information.
- Our Parent Coordinator conducts individual meetings with parents to assist them in navigating ARIS. By sharing this academic information with parents, we believe that parents can become active partners in their child's education.
- Parent Teacher Conferences are held in November and March. A progress report is distributed to all students in January.
- Extended conferences are available for students in fourth and fifth grade who did not meet proficiency on the 2013 ELA or Math exam.
- Parents correspond with teachers through our Ladybug website.

**Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year:**

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

**Provide parents reasonable access to staff by:**

**Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents:**

- To best service our non-English speaking parents, we utilize the Language Identification Guide, which is presented to non-English speaking parents so that they may find their language and identify it for us.
- Pedagogues and staff who may be called upon for interpretation as include: Mrs. Wong (Mandarin Chinese) Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Ms. Figueroa (Spanish) Mrs. Rexach (Spanish) and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of the above interpreters will assist the parents in all matters requiring interpretation.
- Parents may choose to rely on an adult friend/companion or relative for language and interpretation services. These individuals can serve as interpreters for school staff and parents during formal or informal meeting where student achievement and/or student conduct are discussed. This often occurs at Parent-Teacher conferences.
- If additional interpretation support is needed, we contact the Department of Education Interpretation services for over the phone assistance at 718-752-7373.

**Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member:**

Outreach to parents to secure their attendance at appointments with teachers and other school staff include the following:

- Each student maintains a red PS 54 folder. This folder is taken home each night. Teachers distribute important notices to parents via this folder with a return "tear-off" slip attached. Notices are sent to parents in their native languages.
- Teachers or the Parent Coordinator call parents who do not return the tear off slips to ensure they have receive notification of upcoming events.
- Our Parent Coordinator reaches out to non-English speaking parents, as well as those who are non-responsive.
- Meetings and events are posted on our Ladybug website and are communicated through Schoolnet, phone system.

**Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities:**

- The Staten Island Mental Health Society trains parents to become Reading Volunteers. Parents who participate in this program have the opportunity to read with PS 54 students during lunch periods.
- Classroom celebrations are scheduled throughout the school year. Parents participate in their children's learning outcomes.
- The PTA invites parents to assist at all PTA functions throughout the school year.

**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:**

- Our school staff welcomes a close partnership of teachers and parents, collaboration is always encouraged. Administrators, Parent Coordinator, and Teachers at PS 54 maintain an Open door Policy. We plan school-wide events with our parents in mind and always accommodate parents with special needs and/or situations. Our trilingual Parent Coordinator is always available to welcome visiting parents and service their needs. In the cases of potential conflict, most parents seek a resolution at the school level.

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

**Academic Workshops:**

- *ARIS*
- *Common Core State Standards in English Language Arts and Math*

- *English Language Arts and Math Testing Workshop – Ways to Help Students Succeed on Exams*
- *Go Math!*
- *Ready Gen!*
- *New York City Shifts in English Language Arts and Math*
- *Town Hall Meeting – Overview of CCSS for students who did not achieve proficiency on 2013 ELA/Math exams*
- *Family Literacy Night*
- *Family Math Night*
- *Pre-K – What is Early Literacy*
- *Pre-K – It Is Not Just Play*

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

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

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

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

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

School Administrators and School Leadership Team ensure that Title One funds are used properly. We currently use Title One funds to provide the Leader in Me program and to maintain the laptop computers that our students use. The Principal and Assistant Principal conduct visits and informal observations of these programs.

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

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

## **II. Parent/Guardian Responsibilities:**

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

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

- Making sure my child is on time and prepared everyday for school;
- Monitoring attendance and ensuring that my child arrives to school on time;
- Following the appropriate procedures to inform the school when my child is absent;
- Sending in a note indicating the reason for the child's absence;

- Talking with my child about his/her activities each day;
- Scheduling daily homework time;
- Providing an environment conducive for studying;
- Making sure that homework is completed;
- Ensuring that my child comes to school rested by establishing a schedule for bedtime based on the needs of my child and his/her age.
- Monitoring and setting limits to the amount of time my child watches television or plays video games;
- Promoting positive use of extracurricular time such as, extended day opportunities, clubs, team sports and/or quality family time;
- Taking advantage of extracurricular activities within the community.

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

- Using ARIS website for obtaining information about child's academic process;
- Communicating with the classroom teacher via the PS 54 Website;
- Volunteering in my child's classroom if called upon;
- Participating, as appropriate, in decisions relating to my children's education;
- Participating in school activities on a regular basis;
- Staying informed about my child's education and communicating with the school by promptly- Reading all notices from the school or the school district, either received by my child or by mail, and responding as appropriate;
- Reading together with my child everyday;
- Providing my child with a Public Library card;
- Communicating positive values and character traits, such as respect, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school district;
- Supporting the school's discipline policy;
- Expressing high expectations and offering praise and encouragement for achievement;
- Checking and assisting my child in completing homework tasks, when necessary;
- Reading to my child and/or discuss what my child is reading each day (for a minimum of 20 minutes);
- Signing the student behavior contract;
- Signing all homework and reading logs;
- Encouraging my child to follow school rules and regulations, and discuss their impact with my child;
- Volunteering in my child's school or assisting from my home as time permits;
- Participating, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs;
- Staying informed about their education by promptly reading and responding to all notices received from the school or district;
- Responding to surveys, feedback forms and notices when requested;
- Reviewing the Standards with our children;
- Contacting the teacher if a problem arises. Considering requests for services (OT, PT, Speech, academic evaluations, enrichment activities, etc.) when addressed as needed;
- Becoming involved in the development, implementation, evaluation and revision of the Parent Involvement Policy and Compact;
- Participating in or requesting training offered by the school, district, central and/pr State Education Department to learn more about teaching and learning strategies whenever possible;
- Taking part in the school's Parent-Teacher Association or serving to any extent possible on advisory groups, e.g., Title 1 Parent Committees and/or School or District Leadership Teams;
- Attend various workshops, meetings, and events held at PS 54.
- Refer to the Bulletin Board our Parent Coordinator maintains containing opportunities for parents to partake in various training/ learning opportunities; and
- Share responsibility for the improved academic achievement of my child;

### **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 <b>31</b>	Borough <b>Staten Island</b>	School Number <b>054</b>
School Name <b>Charles W Leng, Public School 54</b>		

### 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 <b>Karen Catanzaro-LaRosa</b>	Assistant Principal <b>Rosemarie Hughes</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Jennifer Portney</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area	Parent <b>type here</b>
Teacher/Subject Area <b>Deanna Picone, ESL Teacher</b>	Parent Coordinator <b>Maria Titolo</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>825</b>	Total number of ELLs	<b>67</b>	ELLs as share of total student population (%)	<b>8.12%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In	1	1	0	1	1	1								5
Pull-out	5	4	3	3	2	3								20
<b>Total</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>25</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	Newcomers (ELLs receiving service 0-3 years)	57	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	10	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	57		7	10		6	0			67
Total	57	0	7	10	0	6	0	0	0	67

Number of ELLs who have an alternate placement paraprofessional:

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	7	5	4	3	3								31
Chinese	1	1	1	1										4
Russian														0
Bengali														0
Urdu	3	6	1		1	2								13
Arabic	2		3	1	1									7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other	1	3	3	4										11
<b>TOTAL</b>	16	18	13	10	5	5	0	0	0	0	0	0	0	67

## 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)	5	1	1	1	0	1								9

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)	0	1	2	1	1	0								5
Advanced (A)	10	16	10	9	4	4								53
Total	15	18	13	11	5	5	0	0	0	0	0	0	0	67

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	2	3			5
4	1	3			4
5					0
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	4		2						6
4	3				1				4
5									0
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
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.

Teacher's College Running Record Assessment is the instrument PS 54 uses to assess the early literacy skills of our English Language Learners. This assessments provides teachers with an independent reading level for each child. This instrument also provides the teacher with the number of letters, sounds and sight words the student can recognize. This assessment is given three times each year. The first assessment is given in September. The second assessment is given December. The third assessment is given in February and the fourth assessment is given in May. The teacher analyzes this data, then forms instructional groups within the classroom.

Title III students are also assessed using Imagine Learning Computer Based Assessment. This instrument reveals the vocabulary and reading level of the students. The teachers analyze the assessments and provide targeted instruction to students on areas of academic need.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The 2013 - 2014 LAB R was administered to our new English Language Learners during the first days of school. The data showed that 29 students were tested this school year. The results of the LAB R indicated that 16 out of the 29 students that were tested, qualified for ESL services. The proficiency levels of the 16 eligible students were 5 Beginners and 11 Advanced. 15 students were kindergarten level and one students was a third grader.

According to the NYSESLAT proficiency levels from 2012-2013 are as follows:

Kindergarten - 0 beginners, 2 Intermediate, 17 Advanced, 2 Proficient.

First Grade - 1 Beginner, 2 Intermediate, 10 Advanced, 2 Proficient.

Second Grade - 1 Beginner, 1 Intermediate, 7 Advanced, 6 Proficient.

Third Grade - 0 Beginners, 1 Intermediate, 6 Advanced 5 Proficient.

Fourth Grade - 1 Beginner, 0 Intermediate, 4 Advanced, 6 Proficient.

Our data patterns reveal that the number of Beginner and Intermediate ELLs is low. Most of the ELL's are performing at the advanced level. The data pattern also reveals that we had a larger number of students scoring in the proficiency range. To maintain this trend we will continue our Title III Program (Imagine Learning). This program meets two days per week for an hour. Students are instructed through small group instruction. We will also implement the ESL Component of the Ready Gen Reading Program into the Reader's Workshop. Ready Gen has a component which emphasizes Close Reading which is valuable to the ELL's. NYSESLAT review materials, which emphasize Common Core Learning Standards will also continue to be used. Past NYSELAT exams will be also be used to further help our ELL's succeed.

Looking at the data, it is evident that the ELL's at PS 54 do not make sufficient progress in the area of writing. This school year, we are implementing the Ready Gen writing component which is aligned to the Common Core State Standards. This writing program is aligned to the Ready Gen Reading Program. The writing program requires the students to write short assignments after a teacher directed lesson. At the end of the unit, the students are asked to write a Performance Based Assessment. This Performance Based Assessment mirrors the state ELA exam. Working with the Ready Gen writing program will provide our ELL's with the intense instruction they need in writing.

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](#))

The patterns across the NYSESLAT modalities continue to reveal that our students are performing considerably higher in the areas of listening and speaking. However, they still need to make improvements in the areas of reading and writing. The new reading program, Ready Gen focuses on the Citywide Instructional Shifts in English Language Arts. Vocabulary is introduced in tiers and is frontloaded prior to each lesson. There is an emphasis on non-fiction stories. More than 50% of the stories in Ready Gen are non-fiction. There is a staircase of complexity within the Ready Gen program which ensures that students are exposed to higher level texts. Close reading is incorporated into each story in the unit. ESL teachers will support this program in the ELL groups and work collaboratively with the classroom teachers to make this program effective for our current ELLs.

According to our 2013 Title III AMAO 1 and 2 Status Estimator it was concluded that 70 students took the NYSESLAT exam. 47 students, or 67.14% made progress in English Language Acquisition, and 9, or 12.86% who attained proficiency on the NYSESLAT. Our school met AMAO 1 status for 2012-2013 school year, but our school did not meet AMAO status 2. The ESL teachers will attend further AMAO data training, and are working on attaining both AMAO 1 and AMAO 2 status.

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?
    - a) Please see the breakdown of proficiency levels as discussed in question #2.
    - b) The teachers and school leadership analyze the results from the ELL Periodic Assessment, grades 3-5 to determine the students strengths and weakness in the modalities of listening, speaking, reading and writing. Students are grouped according to academic need. Targeted instruction is provided by the classroom teacher and ESL teacher to support student needs. PS 54's reading program, Ready Gen contains an ESL Support Component for every lesson. ESL teachers support the classroom teacher during the Literacy Block.
    - c) After analyzing the data from ELL Periodic Assessment it is evident that our ELL's are deficient in the areas if reading and writing. PS 54 ESL teachers will continue to use NYSESLAT materials to continue to support the students in the areas of reading and writing. Imagine Learning, a computer based program that is utilized in our after school Meeting Succes Program provides instruction in the students native language (Spanish, Arabic and Urdu) as well as instruction in English.
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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?

In 2012, we implemented the Imagine Learning program that offers the ELL students instruction in English, Spanish and Arabic. This program was very successful for our Title III afterschool students as evidenced by student performance on the NYSESLAT and the NYS ELA exams. The Title III afterschool program was offered to students in grades 3-5. Additionally, we offered this program to our younger students in grades K-2 during the spring 2013 semester.

We also received 20 Leap Pads from our Pencil Partnership. These Leap Pads enable the students to read books in many languages. We purchased books in the languages that are dominant in PS 54.
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?

Our school does not have a Dual Language program at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

AYP data...

## 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](#).)

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

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

Home Language Identification Survey:

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

Within ten school days of registration, students who meet the HLIS criteria will be administered the Language Assessment Battery-Revised (LAB-R).

Language Assessment Battery-Revised:

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

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

1b. The pedagogues who are responsible for (including their qualifications) for conducting the initial screening, and administering the HLIS and the LAB-R are: Ms. Ruth Gutman, full-time PS 54 licensed ESL Teacher, Mrs Jennifer Portney, full-time, licensed ESL Teacher, Ms. Rosemarie Huges, licensed NYC SAS Assistant Principal, and Ms. Picone, full-time, licensed ESL Teacher. All initial screenings and administrations of the HLIS and LAB-R are conducted by one or more of these pedagogues.

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

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

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

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

Students who have not attained a score of "Proficient" (P) in their 2012-2013 NYSESLAT assessments will be administered the NYSESLAT in the Spring of 2014. A comprehensive plan for testing is prepared annually and submitted for approval to the DOE Office of English Language Learners. The P.S. 54 NYSESLAT TESTING SCHEDULE AND SCORING PLAN includes a Testing Schedule, Dates of Testing, Testing Grades, Format and Areas to be Tested, Time of Tests, Proctors Administering the Tests, Testing Rooms and Locations, and a breakdown of Students to be Tested. This information is carefully structured and

adhered to in order to secure the best possible testing conditions for our ELL students. Our licenced ESL Teachers administer the NYSESLAT and are assisted by licensed pedagogues who have completed the mandatory ESL training.

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

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

Within a 10 day period after the administration of the LAB R, the parents/guardians of ELL students are contacted via telephone and/or translated letter of invitation, initiated by the licensed ESL Teachers, Mrs. Portney, Mrs. Gutman, and Ms. Picone, to attend an introductory/welcoming workshop. Letters are sent out as the LAB R is completed, and a date is established that is 10 days after the first round of Lab R assessments. Any parents who register their children later, or cannot make the initial date, will receive one-on-one informational sessions, or if there are several parents who cannot attend the initial meeting or who register their children later, there will be additional meetings scheduled. These meetings follow a strict timeline of within ten days of the Lab R administration. During this workshop, all three programs-Transitional Bilingual, Dual Language and Freestanding ESL, are described in detail, and according to the information presented in the E.P.I.C. Mrs. Portney, Mrs. Gutman, and Ms. Picone our two licenced ESL Teachers both facilitate the workshop. Pedagogues and staff who may be called upon for interpretation include, Mrs. Wong (Mandarin Chinese) licensed Special Education Teacher, licensed general education teacher, Mrs. Rosenblum (Russian, Hebrew) Certified Paraprofessional, Mrs. Titolo (Italian, Spanish) NYCDOE Parent Coordinator, Mrs. Schembri, Certified Paraprofessional (Spanish), Mrs. Rashwan (Arabic), Certified Paraprofessional, Ms. Figueroa (Spanish), Certified Paraprofessional and Mrs. Rexach (Spanish), Certified Paraprofessional. Depending on need, any one of these interpreters will assist the parents in understanding all three program choices. However, there is always a licensed pedagogue, who has completed E.P.I.C. training, present. This includes the Parent Coordinator, whose role is to reach-out to parents and insure that they feel welcome. She may conduct outreach, such as phone calls and informal group meetings. She may also elicit parents to attend informational sessions as she greets them in the mornings or afternoon upon dropping off or picking up their children. The Parent Coordinator also attends all Curriculum Conferences and other gatherings that teachers offer parents. In additions, she is an active participant in all PTA and LAP committee meetings. When sharing informartion concerning programming, there is always an E.P.I.C. trained pedagogues present. Volunteer parents assist in the interpretation of Arabic and Urdu as needed, again in the presense of licensed, trained pedagogues . During this informational session, (which occurs within 10 days of the child being registered at the school) the parents of ELLs are also informed of all additional programming at P. S. 54 that is available for their students. As new ELL students are enrolled at P. S. 54 this outreach is extended to their families, on a one-to-one basis within 10 days of their registration.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent 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 [\[see tool kit\]](#).)

P.S 54’s ESL teachers are accountable for the distribution and return of Parent Surveys and program selection forms. The parent/guardian signs and returns the form within a three day period of its receipt. P.S. 54 licensed ESL teachers, Mrs. Portney,

Mrs. Gutman, and Ms. Picone, keep a record of all forms distributed and received. The ESL teachers are in charge of giving the parents the surveys and selection forms and ensuring their return as well. The ESL teachers must make copies of all the forms and maintain the forms in binders.

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

The ESL teachers and the P.S. 54 Parent Coordinator, conduct outreach to parents/guardians whose letters have not been returned within the 10 day time frame. All forms that were distributed this school year 2013-2014 are currently accounted for at this time. All documentation is filed in the ESL binders and stored in the ESL teachers' rooms..

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

- Parents/Guardians attend an initial parent orientation meeting. (Within 10 days of the child entering school)
- ESL Teachers, Parent Coordinator and staff members present an overview of program choices.
- An informational video is shown and literature is presented (available in different languages,if needed).
- Questions are answered and clarity of services is ensured. If needed this information is translated into the parent's native language. Informational materials and Parent brochures are also handed out in English, Spanish, Arabic, Chinese, and Urdu.
- Parents/guardians who did not attend the meeting receive a personal phone call and/or are asked to come in to the school for an individual meeting. This school year we organized 4 parent meetings to ensure that all parents were able to view the video and sign all necessary paperwork.
- Parents receive a copy of the preferred language survey, and letters/notes can be translated if requested by the ELL families.
- There are one-on-one follow-up conferences held during Curriculum and Parent-Teacher Conferences.
- Outreach by the Parent Coordinator and ESL teachers is held on an ongoing basis throughout the school year.

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

P.S 54's ESL teachers are accountable for the distribution and return of Parent Surveys and program selection forms. The parent/guardian signs and returns the form within a three day period of its receipt. P.S. 54 licensed ESL teachers, Mrs. Portney, Mrs. Gutman, and Ms. Picone keep a record of all forms distributed and received. The ESL teachers and the P.S. 54 Parent Coordinator, conduct outreach to parents/guardians whose letters have not been returned within this time frame. All documentation is filed and maintained in a file, in the ESL Office, by the ESL Teachers.

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

Upon registration and in consultation with administration, incoming ELL students are placed in a class that has other ELL students in attendance. This procedure is followed so that ESL teachers can easily pull groups from a class with minimal disruption or push in to the classroom if the teacher's schedule allows this. The ELL students will have the ongoing support of their ELL peers. Students who have some English proficiency are administered the DRA or WRAP to ascertain a Fountas and Pinnell Reading Level. Parents are informed of class placement decisions and their child's English Language readability levels. If needed, this information is translated into the parent's native language.

Based on the students' entitlement as an ELL (according to the results of the LAB-R testing) and the parent's response to the Parent Survey and Program Selection Form the child will be placed in the appropriate program. At the present time our school only offers Freestanding ESL. The ESL teachers will send the parent a placement letter for ESL services to show the child will be placed in the program for the current school year. The ESL teachers are required to copy all the letters that are sent to the students, and they must maintain this data in ESL binders. The binders are broken into grades K-2, and 3-5.

This process is also put forth in regards to continued entitlement letters. These letters are sent to the students who according to the NYSESLAT test data continue to be entitled to services since they have not scored proficiency on the test. The letters are sent out

to students in English and their native language, and copy and maintained in the school's K-2, and 3-5 ESL binders.

In order to support our ELLS in our Free-Standing ESL Program, attempts are made to place incoming ELL students in classes that have other ELL students in attendance. This procedure is followed so that ESL teachers can easily push-in to classes and attend to small groups of students, and so that ELL students will have the ongoing support of their ELL peers. Parents are notified of their child's ESL Teacher, through the Placement Letter and/or Continued Entitlement Letter, which was sent to all parents. In addition, there is an open invitation to collaborate through ongoing parent-teacher partnerships.

5. 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.

Our ESL teachers have all the ELL children accounted for by grade level. The ESL teachers start testing the children in the area of Speaking as mandated by the assessment calendar for the school year. The ELL children are pulled in small groups for the speaking. The ESL teachers generally start with kindergarten groups, and keep these groups small since this is the first time the children are experiencing this type of assessment. Once the kindergarten ELL students are finished with the Speaking portion of the NYSESLAT, they will move to the first grade ELLs and continue this pattern up until the fifth grade ELLs are all tested. Once this testing is complete the ESL teachers will again refer to the assessment calendar to see the window of time where the Reading, Writing, and Listening sections can be administered to our ELL students. The order generally follows kindergarten first, followed by first grade and finishing with the fifth grade. The ESL teachers will then test the students in the area of Listening. This will be followed by Reading and the last area that is tested will be Writing.

The ESL teachers have a checklist to ensure that all students in K-5<sup>th</sup> grade are administered all areas of the NYSESLAT test. All scantron sheets are checked thoroughly and arranged by grade level and placed in alphabetical order by grade. Lastly, all materials are put safely in a testing cabinet and locked away each day.

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. 
- Trends reveal that few parents request a program other than our Freestanding ESL Program. Trends indicate that requests for programs other than Freestanding ESL have generally been low and never more than ten (10) requests per grade. According to the Parent Surveys

In addition, if a parent would like another program, other than Freestanding ESL, the ESL teachers will do the necessary work to find appropriate placement for that family.

According to 2012-2013 Parent Choice Surveys, 1 parent chose Dual Language, 2 parents chose TBE, and 25 chose English as a Second Language. According to the 2013-2014 Parent Choice Surveys all 15 parents chose English as a Second Language.

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

There are generally less than 10 requests per grade for programs other than Freestanding ESL. However, parents who did request another program option are informed of their current options and are told of neighboring schools that do offer their requested

program. We also inform parents that if they choose to keep their child at PS 54 , although he/she will attend the ESL Program at this time, we will maintain their requests and when and if we have the required amount of parents, we will open the requested program at our school. If we do receive an increase in the amount of parents requesting a different program model, in accordance with CR 154 regulations, we will open the requested program thereby honoring parent choices. These requests are maintained and tallied throughout the school year.

## **Part 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])?

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

- a. What are the organizational models?

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

Push-in model: An ESL teacher works with ELLs during content instruction in collaboration with the classroom teachers in order to provide language acquisition and vocabulary support while retaining content instruction time. This model is utilized on a needs basis through the collaboration of the ESL and classroom teacher on all grade levels.

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

We have three full time licensed ESL teachers to fulfill the accommodations of our ELL students.

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

- b. What are the Program Models?

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

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

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

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

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.

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

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

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

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

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

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

Our ELL teachers were able to purchase new NYSESLAT review books for the 2012-2013 school year. They will continue to use these books in order to help the ELL children prepare for the NYSESLAT and also to strengthen their skills in the areas of Listening, Speaking, Reading and Writing. As writing is an area where our ELLs need the most support in, the ESL teachers will emphasize this area again this school year. The children are writing sample drafts of stories, and using the model of the

NYSESLAT to further their support in their writing. The ESL teachers will also use last year's version of the NYSESLAT, which implements the Common Core Standards, and help the students with listening pages and taking notes on the passages. (This will be emphasized with our ELLs in grades 3-5).

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).

a. Describe your instructional plan for SIFE?

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

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

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

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

P S 54 has purchased Ready Gen Reading for all students, grades Kindergarten to fifth.. This program is utilized by the classroom teacher with support from the ESL teachers during Reading Workshop. Utilizing the ESL and Intervention components, our ESL teachers support ELL students prior to classroom lessons, thereby scaffolding learning. Ready Gen provides each student with a copy of the read aloud which enables the ELL student to follow along with the teacher, thus increasing word recognition, pacing and fluency. ESL components include Write-In Readers that provide intervention for readers who struggle and Reading Tool Kits that provide targeted skill-based intervention to further develop the ELL students' reading. These interventions include support with grammar, sentence structure and vocabulary development. ESL teachers maintain Progress Monitoring boxes that provide ongoing direction for struggling ELLS. This Program will greatly benefit our 4-6 ELLS as the traditional Balanced Literacy Model, of which they have been accustomed, has not been successful for them.

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

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

A tutoring program, facilitated by graduate students from The College of Staten Island, will be offered to our high-need, 4-6

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

Small-group Guided Reading instruction that provides support for struggling readers, advanced readers and English Language Learners is practiced by all classroom teachers during Reading Workshop. During this time, our ESL teachers push-in to assist in Guided reading with ELLs.

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

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

Teacher's College Reading Assessment is administered triennially during predetermined benchmark periods for grades K-5 as designated in each individual teacher's Monitoring for Results Program. Based on this assessment, teachers are able to focus their intervention of specific skills such as decoding errors and/or gaps in comprehension. As a result, teachers are able to focus on specific strategies such as decoding and comprehension skills during Guided Reading instruction. This tool is utilized to track the reading levels of the ELL students throughout the school year. Teachers assign an interim goal for each student based on outcomes, and instruction commences accordingly.

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

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

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

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

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

e. Our plan for former ELLs are making sure that we follow their progress in the general education classroom. The ESL teacher will communicate with the classroom teachers on who is a former ELL student. If need be, the ESL teacher will take the former ELL student with her in her ESL groups and continue support. We have found this to be helpful in giving the former ELL additional support as they transition into the general education classroom without their ESL services in place. In addition we make sure that the students in testing grades are given the time and a half on state exams within the two year window of testing out of ESL.

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?

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

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

Our three full-time ESL teachers meet with these students for their 180 minutes a week. As a result, all of our SWD-ELLS receive all ESL mandated minutes of instruction. Attendance is documented and entered into SESIS.

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

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?

All of our PS 54 Student Population intermingle at all times. ELL-SWD students eat lunch, have recess, attend functions, congregate for line-ups, dismissals, assemblies and preparation periods (content clusters) with the General-Education students. There is no differentiation within the school day in terms of socialization, routines and school events. Differentiation does however take place during instructional time. This differentiation, however, will also include non-SWD-ELL students who have similar needs as our SWD-ELLS. For example, students may travel from a 12:1:1 class for Guided Reading in a General education classroom, depending on their Reading levels. This policy extends to other academic subjects as well, including Mathamatics. PS 54 utilizes technology to assist the ESL teachers as well as the general education teachers in helping our ELL-SWDs population. Computers/laptops are used to access age appropriate sites to help the children with various learning activities, such as sight word recognition, word family sounds to reading comprehension in our upper grade students. Our computer room is always accessible to provide extra support to the students, as well as our library offering afterschool hours to ensure that the children are reading books or listening to books on tape. Our school library also features a supply of bilingual books. These resources are available toall our students within a least-restrictive environment. We have also found our Title III program, Imagine Learning, which is a computer based program to be helpful in using a hands-on and visual component to our ELLs.

**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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

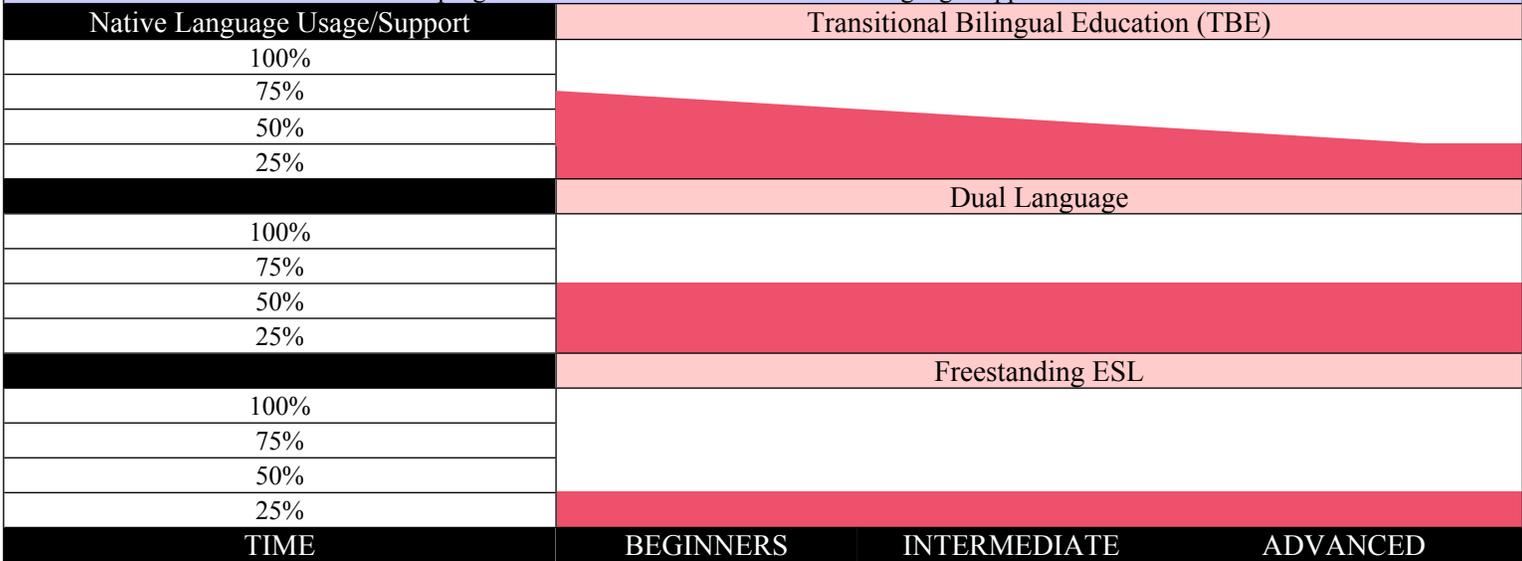
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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.

- P S 54 has purchased the new Ready Gen program ??????

- A tutoring program, facilitated by graduate students from The College of Staten Island, is offered to our high-need ELLs. These graduate students work with small groups and one-on-one during the school day, offering focused reading intervention that is based on each student's instructional needs. During the interview process, we ascertain if these volunteers speak another language, and if so, they are encouraged to incorporate it into their program.

- The classroom teacher, along with the ELL teacher, plans for instruction in all subject areas based on the results of all assessment data, including the 2012-2013 NYSESLAT, ECLAS-2, E-PAL, Acuity Predictive, Scantron Performance Series, and all informal classroom assessments, including teacher observations, conferencing, and classroom performance. If warranted, any ELL student not achieving according to standards-based expectations are remediated one-on-one, during our 37.5 minutes SBO. Peer support with the native language is encouraged.

- Following each Periodic testing period (ECLAS, E-PAL, Performance Series, Acuity Predictive) for ELA and Math, the results of our ELL population's assessments are analyzed for evidence of academic growth towards achieving State Standards. English Language Learners' classroom teachers plan differentiated and individualized instruction based on the results of these analyses. As an outcome of planning, areas of student needs within all subject areas are identified, interim goals are established, and provisions for alternate instructional strategies are formulated and implemented.

- Developmental Reading Analysis (DRA) assessments are administered triennially during predetermined benchmark periods, as designated in the Monitoring for Results Program, to track all ELL students' reading levels throughout the school year. Teachers indicate interim goals for each student based on benchmark results, and instruction is put in place accordingly. Students who cannot read English are encouraged to read books in their native language.

- Student ARIS reports, which reveal student demographics, Periodic Assessments, and is slated to reveal NYSESLAT assessments in the 2012-2013 school year, is analyzed by ELL classroom teachers and push-in ELL teachers throughout the school year. Small group, and/or individualized differentiated instruction based on these assessment results takes place daily. As always, language support in the native language is encouraged.

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

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

In the 2012 - 2013 school year, PS 54 used Journeys, Houghton Mifflin in grades K-5. ELL's in grades 3-5 also participated in the Title III afterschool program. Imagine Learning was utilized in this program. According NYSESLAT data many of our ELL's scored proficient. These scores reflect the effectiveness of the Journeys and Imagine Learning Program.

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

PS 54 has purchased Ready Gen for grades K-5. This program is aligned to the CCLS and provides ESL support throughout each lesson.

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

PS 54 is not discontinuing the Journeys Reading Program. It will be used as a supplement to Ready Gen.

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

your building.

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

This policy extends to other academic subjects as well, including Mathamatics.

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

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

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

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

12b)

This year we have received over \$11,200 in Title III money. Our intention is to service our 4-6 ELLS after school in an intensive Literacy and Math Test Preparation Program. Our goal is to insure that by June, 2014, at least 90% of our 4-6 ELLS will attain State Standards expectations of at least a Level 3 on the NY State ELA and Math, and/or attain the promotional criteria stipulated on their IEP. In addition, these students will attain progress in all areas of the NYSESLAT, thereby attaining, and/or moving towards Levels of Proficiency. Title III money will be used for direct instruction. We will hire our licensed ESL Teachers. Working alongside each other, these teachers will utilize their instructional expertise to move these students forward. In addition, utilizing Title III money, we will purchase instructional materials that are research-based and proven to be effective for academic intervention.

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

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

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

Smartboards/Smart-technology

Books on Tape

Trade books in Spanish

Online Programs in Spanish

Native language dictionaries

English Language Dictionaries for ELLs

RAZ Kids Leveled Reading Program

Accelerated Reader Reading Program

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

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

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

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

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.

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

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

18. What language electives are offered to ELLs?

At the present time our school does not offer language electives.

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)?

Our school does not currently have a Dual Language program.



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

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

- Our network provides professional development outside of school. We are continually taking part of the workshops that our network and the OELL (Office of English Language Learners) offers throughout the school year.

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

-

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

Our School Secretary attended a workshop in June 2013 addressing the ATS System and its role in the identification of our ELLS. The accuracy of information and data entered into ATS is pertinent to ensuring that all of our ELL population students are accurately identified.

Our Parent Coordinator attends numerous workshops throughout the year that address the needs of our ELL students and their families.

In addition to the above on-going support these staff members, and for all teachers of ELLS and staff at P.S. 54, the following targeted professional development workshops were also presented at P.S. 54. Throughout the school year to the present time, our teachers have been given options for their own professional growth. Their overwhelming request has been for "differentiation of instruction" as their major area of interest. . In addition to these choices for personal growth, all our teachers have participated in professional development offered in-school during our ongoing Teacher Team meetings, AIS/PPT meetings and Faculty Conferences. During these sessions, our teachers have been actively engaged in the acquisition of the Language Experience Approach (LEA) to instruction.

2) Indicated below, is a listing of Professional Development sessions our ESL teachers have attended over the 2012-2013 school year to the present:

Understanding Non Fiction and ELLs- October 2012

ELL Push In Model Workshop- October 2013

K-3 Math Workshop, 3 part workshop- November 2012, December 2012, January 2013  
Spelling City Webinar - January 2013  
DeMystifying ELL Data- February 2013, 2 part workshop  
Text Complexity for ELLs webinar (ELL teachers and Inquiry team)- February 2013- 2 parts  
BESIS Workshop training- March 2013  
NYSESLAT training- May 2013  
Nuts and Bolts ESL training- June 2013  
ESL Data training, AMAO Tools- June 2013, 2 parts  
ESL Support Group by the Network - June 2013  
Ready Gen Training - August 2013  
New ESL Teacher Training- October 2013

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

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

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

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

All P.S. 54 teachers, who have not as of yet completed their mandated 7.5 hours of ELL training, will by the completion of the 2013-2014 school year have attained this training. We are in the process of reviewing our records in order to ensure that all teachers have this certification. This process is as follows: 1) Questionnaire and request to produce the mandated Certificate was sent to every teacher 2) Photo-copying of every teacher's Certificate 3) Maintenance of a binder containing copies of all teacher's Certificates will be kept in the main office. 4) Original Certificates will be filed in each teacher's personal file 4) All teachers who do not produce a Certificate will attend the 7.5 hours of training before the completion of the school year.

We will reach out to our Instructional Core Specialist and our network who will help us provide professional development to the teachers who need the 7.5 hours of ELL training. We will maintain attendance through a log-in record, attendance sheets, etc.

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

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

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

In June 2013, we hosted a multicultural fair in our school, and invited all our ELL students. We incorporated ethnic music and cuisine on this day as well. We had 40 parents and students in attendance and it was a wonderful culmination of our ELL program.

2. Does the school partner with other agencies or community-based organizations to provide workshops or services to ELL parents?

P.S. 54 partners with several agencies and/or community-based organizations to provide workshop or services to ELL parents.

These organizations include:

- Manor Road JCC offers weekly Adult ESL classes to parents. These classes are give at PS 54.
- Susan Wagner High School (student volunteers to help the ELLs with literacy, and math)
- The College of Staten Island (student volunteers to help the ELLs with literacy, and math)
- NYC Public Library
- Internet Safety - NYCPD
- Behavioral Management (Pre-K & Kgn. Students) Social Worker
- Pencil Partnership provides Festival of Flavors Evening. Parents socialize with each other and workshops are give by PS 54 ESL teachers.
- Thanksgiving ethnic feast is coordinated by PS 54 Parent Coordinator. Mr. Nicotra, owner of Hilton Garden Inn provides turkeys for this event.

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

3. How do you evaluate the needs of parents?

- Our ESL teachers ensure that our ELL parents receive all pertinent correspondence in their native language, by utilizing the Preferred Language Form.

- We have an open-door policy which encourages parents to come forward and tell us what their needs are. Our ESL teachers and bilingual Parent Coordinator welcome the families of ELL students, and encourage them to share their concerns openly.
- During conferences and meetings with the teachers, the nurse, guidance counselor, social worker, administration, and all other school-based professionals, parents are encouraged to express their needs and concerns.
- The PTA submits an annual survey and evaluates parent responses. Outcomes are presented at both PTA Meetings and School Leadership Meetings, during which responses are evaluated and action plans are formulated.
- The annual School Environment Survey is evaluated for parent responses, and plans for improvements are made accordingly.
- The ESL teachers are always available to answer any questions parents have concerning their children or any guidance they need to helping their child succeed in the school environment.
- There are options given to ELL parents for afterschool help, and letters are mailed in the parents' home language (when requested).
- Contingent upon funding, we would like to offer more workshops on topics that parents' request the most information about, for example: common core inquiries, ELA and Math state test preparation, the importance of reading to your child in their native language.
- Our Parent Coordinator organizes family nights, as well as various holiday activities, for example: Halloween Spook and Read. Pedagogues and staff who may be called upon for interpretation during any of these events include, Mrs. Rashwan (Arabic), Mrs. Wong (Mandarin Chinese), Mrs. Rosenblum (Russian, Hebrew), Mrs. Titolo (Italian, Spanish), Ms. Figueroa (Spanish), Mrs. Rexach (Spanish), and Mrs. Magliulo (Italian). Depending on need, the ESL Teachers and any one of these interpreters will assist the parents in filling out the HLIS. If additional interpretation is needed, we contact the Department of Education Interpretation services Department for assistance.

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

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

## **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.

## Part VI: LAP Assurances

**School Name: Public School 54**

**School DBN: 31R054**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 31R054 School Name: Charles W Leng, Public School 54

Cluster: 4 Network: 409

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

### **Part A: Needs Assessment Findings**

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

- The Parent/School Compact is written in collaboration with all families, including those families of our ELL students.

Our school maintains that the multilingual Welcome Poster for all parents to view is located in the front of our school.

- The P.S. 54 Parent Teacher Association (PTA) includes constituents that are representative of our diverse culture, including family members from our ELL population. The PTA conducts outreach in order to include families of ELLs in school participation and in all PTA activities.
- Our bilingual Parent Coordinator conducts outreach to all families of ELL students, including English Language Workshops for adults.
- Our Social Studies Content Specialist/Library Teacher, in collaboration with our bilingual Parent Coordinator and ESL Teachers, conducts Workshops for parents of our ELL students. During this time, parents will be offered English Language instruction. This year we will continue our partnership with The Jewish Community Center. Due to parent feedback the program will be three days a week. Two days will focus on ESL instruction, and the third day will concentrate on a civic citizenship component for the ELL parents.

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

- Our ESL teachers ensure that our ELL parents receive all pertinent correspondence in their native language, by utilizing the Preferred Language Form.
- We have an open-door policy which encourages parents to come forward and tell us what their needs are. Our ESL teachers and bilingual Parent Coordinator welcome the families of ELL students, and encourage them to share their concerns openly. Our bilingual Parent

Coordinator speaks to parents on a daily basis, before/after school as well as phone communication with our ELL parents.

- During conferences and meetings with the teachers, the nurse, guidance counselor, social worker, administration, and all other school-based professionals, parents are encouraged to express their needs and concerns.
- The PTA submits an annual survey and evaluates parent responses. Outcomes are presented at both PTA Meetings and School Leadership Meetings, during which responses are evaluated and action plans are formulated.
- The annual School Environment Survey is evaluated for parent responses, and plans for improvements are made accordingly.
- The ESL teachers are always available to answer any questions parents have concerning their children or any guidance they need to helping their child succeed in the school environment.

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.

Our school is a diverse community. We have managed to make available the major languages that our school needs for translation. We also utilize all services provided by the Department of Education's Translation and Interpretation Unit.

## **Part B: Strategies and Activities**

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

If written interpretation is needed our Parent Coordinator is in direct contact with the classroom teachers and she is able to have any document translated by the Department of Education Interpretation services. In addition, all classroom teachers have all necessary paperwork for the Translation and Interpretation Unit. This department has come in handy during parent meetings, curriculum conferences, as well as Parent Teacher Conferences in grades K-5.

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.

If oral interpretation is needed all classroom teachers are aware of the many staff members who speak a language other than English. These staff members are able to translate for parents in Arabic, Spanish, Russian, Mandarin, Hebrew and Italian. We have also provided staff members with the translation request form in order to request a translator/translation when needed.

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>.

PS54 maintains appropriate and current records of the primary language of each ESL student/parent. The information is maintained in ATS, student emergency cards, and included in the ESL teachers' data binders. PS54 is also consistent with the regulations to provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the school. At times we notice parents are comfortable with relying on an adult, friend/companion, or relative for language and interpretation services. PS 54 is aware that students and other children (minors under the age of 18) may not serve as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or student conduct are discussed. Our school is also aware that the Translation and Interpretation Unit will provide training to parent coordinators and other key school-based staff on language access requirements.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.**

**For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.**

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: <u>3</u> # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rationale:

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

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

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

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

Subgroups and Grade Levels of Students to be Served:

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

Schedule and Duration

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

## Part B: Direct Instruction Supplemental Program Information

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

### Language of instruction

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

### Number and types of certified teachers

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

### Types of materials

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

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

### Rationale:

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

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

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

## Part C: Professional Development

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

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

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

Teachers to receive training

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

Schedule and duration

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

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

Topics to be covered

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

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

Reading and Writing Non Fiction Instructional Implications for English Language Learners

Push In Model of ESL

Title III training

The ELL Literacy Conference

Nuts and Bolts Training for New ESL Teachers

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

Name of the provider

### Part C: Professional Development

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

#### Rationale

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

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

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

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

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

## Part D: Parental Engagement Activities

home.

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

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

Schedule and duration, topics to be covered

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

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

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

Using PS 54's Website - [www.ladybugs.org](http://www.ladybugs.org)

Common Core Learning Standards (Overview) K-5

Everyday Math and Using the Profiles K-5

Shifts in Literacy and Math K-5

Retrieving data from ARIS

Events for families of English Language Learners:

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

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

A Festival Of Flavors (description above)

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

## Part D: Parental Engagement Activities

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

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

How parents will be notified of these activities

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

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

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

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

## Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		