



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: FORDHAM-BEDFORD ACADEMY

DBN (i.e. 01M001): 10X054

Principal: MARYBELLE FERREIRA

Principal Email: MFERREI@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: MARIA QUAIL

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
Marybelle Ferreira	*Principal or Designee	
Lauren Weintraub	*UFT Chapter Leader or Designee	
Irma De La Rosa	*PA/PTA President or Designated Co-President	
	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	
John Lewis	Member/ UFT-SWD	
Marilyn Costa	Member/ UFT-ELL	
Sandra Cepeda	Member/ UFT	
Marisa Maio	Member/ UFT-related services	
Lisa Garcia	Member/ PA Treasurer	
Noria Haughton	Member/ Title 1 Parent	
Tammy Perry-Barrie	Member/ Parent SWD	
Ana Polanco	Member/ parent/PA secretary	
Petronila Lopez	Member/ Parent/ELL	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	• A major recommendation with HEDI rating
	• Statement Of Practice (SOP) selected aligned to the goal
	• A goal aligned to the major recommendation
	• Instructional Strategies section, A-E for each strategy or activity that supports the goal
	• Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 10X054

School Configuration (2013-14)

Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	486	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	2	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	5	# SETSS	N/A	# Integrated Collaborative Teaching	7
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	7	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.6%		% Attendance Rate	90.4%	
% Free Lunch	95.5%		% Reduced Lunch	2.8%	
% Limited English Proficient	31.0%		% Students with Disabilities	23.7%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%		% Black or African American	26.1%	
% Hispanic or Latino	70.7%		% Asian or Native Hawaiian/Pacific Islander	2.4%	
% White	0.4%		% Multi-Racial	N/A	
Personnel (2012-13)					
Years Principal Assigned to School	9.19		# of Assistant Principals	2	
# of Deans	N/A		# of Counselors/Social Workers	3	
% of Teachers with No Valid Teaching Certificate	4.9%		% Teaching Out of Certification	2.4%	
% Teaching with Fewer Than 3 Years of Experience	31.7%		Average Teacher Absences	7.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.7%		Mathematics Performance at levels 3 & 4	4.0%	
Science Performance at levels 3 & 4 (4th Grade)	62.1%		Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A		Mathematics Performance at levels 3 & 4	N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A		% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A		4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District	X		Focus School Identified by a Focus District	X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	No
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	No
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
With new leadership as of September of 2013, notable strengths of the 2012-13 SCEP and 10x 054 community are:				
<ul style="list-style-type: none"> • Teacher-teams are in place (SWDs teams, ELLs teams, Grade teams) • Parental engagement • Community engagement • Teachers meet regularly to discuss and analyze students work • Looking at data to inform instruction • Use of resources (i.e. materials, scheduling) 				
Describe the areas for improvement in your school's 12-13 SCEP.				
<ul style="list-style-type: none"> • The administration should perform regular observations and provide feedback and PD to address teachers' issues of teacher expectations • School leader should broaden focus to other potential NCLB identification • Provide PD on how to align lesson plan objectives and learning goals with curriculum & ESL/ELA • PD & follow up on the use of conferencing notes, interim assessments & benchmark setting should be provided to teachers in an effort to support the unique needs of ELLS & SWDs. • PD & follow up on how to use data to differentiate instruction based on students' needs and strengths. • Obtain additional resources such as manipulatives, technology, and visual aids to support instruction for ELLs & SWDs. • Provide PD & follow up on the use of data to differentiate instructional strategies for differentiating, cooperative learning, modeling & scaffolding, individual tutoring & group instruction. • PD & follow up on the questioning strategies that promote higher order thinking and problem solving skills should be initiated. • Infuse technology in the curriculum and provide staff with the necessary PD to support academic achievement for ELLs & SWDs. • All core members should be present during monthly SLT meetings. SLT parents should be engaged in the design in decision making. 				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
There is limited latitude to fully assess as new leadership and SLT have only been in office since September 2013				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
There is limited latitude to fully assess as new leadership and SLT have only been in office since September 2013				
Were all the goals within your school's 12-13 SCEP accomplished?			Yes	X
If all the goals were not accomplished, provide an explanation.				
There is limited latitude to fully assess as new leadership and SLT have only been in office since September 2013				
Did the identified activities receive the funding necessary to achieve the corresponding goals?		X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				

The challenges and barriers to implementing the 2013-2014 SCEP involve having adequate resources to implement the initiatives, these include money, people and time

List the 13-14 student academic achievement targets for the identified sub-groups.

- All students including the identified lowest third will make at least a one-year growth as evidenced by DRA2 and classroom assessments

Describe how the school leader(s) will communicate with school staff and the community.

Communication with the Community:

- Parent handbook in English and Spanish containing important information on how to navigate through P.S. 54 and the NYCDOE
- Family Nights
- Student of the Month celebration (monthly breakfast with students, parents, PA and administrators)
- Attendance celebration on a weekly basis (for grades with best attendance for the month) with students and the parents of those students
- Monthly calendars in Spanish and English are sent to all families informing of school events
- Weekly flyers, Spanish & English, are sent as reminders of events
- Meeting twice a month with the Parent Association to determine the needs of our community
- Parents are invited to our monthly assemblies by grade levels
- Monthly Parent Association meetings in the AM and PM to accommodate all parents
- Webster and Decatur entrances have Communication easels highlighting weekly events families are invited to attend
- Curriculum Night sets the yearly agenda in September, November's Parent Teacher Conference, January's Mid Year Progress Report mailed home, March's Parent Teacher Conference, and June's Progress Report is sent home.
- Parent Coordinator and Guidance Suite have information on parenting and NYCDOE Parent Resources to read and take.
- Protocol for customer service: Contact Parent Coordinator, Carmen Aleman, @ 347-563-4826; she will schedule the appointment with the teacher; if applicable, administrator supervisor.
- The main office is staffed with bilingual personnel
- Parent center provides families a welcoming area for them to receive and be part of workshops and other learning activities
- Monthly newsletters are sent out by the teachers and content specialists
- Teachers send out weekly assignments, newsletters, call and meet with families during their planning period, before or after school with an appointment scheduled by Parent Coordinator
- The parent members of the School Leadership Team are active participants of the school life
- We provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- Data morning meetings with parents of all students are held 4 times a year. At these data gatherings, students, parents, teachers and administrators discuss progress or lack of progress based on the most updated and latest assessments
- Distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- Parent workshops with topics that include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services, ESL classes, Spanish classes, and technology training to build parents' capacity to help their children at home.
- 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
- All documents sent home are translated and provide interpretation during meetings and events as needed;

- The school website will be launched in December. Parents will have access to all pertinent information regarding the school and the teacher(s) of their child
- We are working on a LED sign to be placed in the most dense, populated and transited area of the school with the hope that this will help us to maintain consistent communication and updated information about our school events, life and activities

Communication with the Staff of P.S. 54

- Staff handbook with guidelines, procedures, regulations and operations of P.S. 54
- Emails are sent weekly and as needed with specific communication and information about news, events, and daily activities
- Morning news with daily and upcoming events informing staff of the day's procedures
- One-on-one conversations with staff
- Daily classroom visits with personalized feedback as needed
- Monthly staff conference
- Weekly meetings
- Study groups (e.g. SWDs, ELLs)
- Meeting weekly with teams of teachers
- Monthly consultation meeting with the Teacher Chapter leader and the consultation committee
- Principal's calendar is sent via email and a hard copy is given to all staff
- Monthly staff calendar is sent to all teachers and staff

Describe your theory of action at the core of your school's SCEP.

- All students will have equal access and/or the opportunity to be engaged in higher order thinking and intellectual discussions with teachers and peers.
- Staff assesses and meets the needs of the child as a whole to inform decisions and instruction.
- All students are engaged in assessment/feedback cycles to develop and promote independence.
- Parent and community as partners working interchangeably towards a common goal to lead our students in becoming successful in college, careers and in life.
- Teachers will be engaged in professional learning communities which will lead to improved pedagogy
- Teachers are engaged in observation and feedback cycles as per the Danielson Framework
- Multiple forms of data drive communication between the community and the school
- Multiple forms of data informs instruction for all learners

Describe the strategy for executing your theory of action in your school's SCEP.

- PBIS to support the social and emotional well-being of our students
- Danielson Framework for teaching and learning
- Parental involvement and engagement activities to increase home-school partnership
- Work sampling in the lower grades
- Administer Common Core-aligned-periodic assessments
- Deploy assessment items and tests from any source at the classroom, school level
- Access a variety of assessment dashboards and reports to inform instructional planning, improve decision-making, and to identify struggling students for intervention and differentiated instruction
- Analyze assessment results at the subject, standard, and item levels, disaggregated by school, teacher, section, and student subgroup
- Make informed resource allocation decisions based on timely access to actionable data.
- Create and share a set of district-defined key performance indicators aligned with district goals.
- Use highly visual and interactive data dashboards to chart progress towards performance targets with student performance, demographics, and enrollment data in a single interface.
- Create a set of school-defined standardized reporting metrics and performance indicators, aligned with the school goals, to facilitate professional learning community discussions.
- Link lesson plans, curriculum, and assessment items to standards, and then track student mastery.
- Use instant results data to differentiate instruction in the classroom

List the key elements and other unique characteristics of your school's SCEP.

- Leveraging and stretching available resources in optimal ways to reach our goals.
- All available staff contributes to maximizing student learning and academic achievement.
- Reducing teacher-to-student ratio

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

- Individually and collectively all teams monitor, analyze and report progress to key players to ensure improvement in academic achievement, parent engagement and effective pedagogy

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS							
Review Type:	NYC QR	Year:	2012-2013	Page Number:	8	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
x	2.2 School leader's vision	X	2.3 Systems and structures for school development
X	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June of 2014, systems and structures for school development will be fully implemented and the school leaders would have made strategic decisions to organize human resources, programmatic resources, and fiscal capital, with particular attention to the CCLS to ensure that 100% of school and student goals are achieved as evidenced by 5 % increase in the number of level 2 students that achieve level 3 and level 3 students that achieve level 4

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> • Strategies/activities that encompass the needs of identified subgroups <ol style="list-style-type: none"> 1. Principal and Assistant Principals will work strategically to ensure that resources are used accordingly and that systems are established and structured with particular attention to the CCLS (2.2 & 2.4) 2. Engage staff in the observation and feedback cycle using the Danielson Framework (2.3) 3. All students in grades 3-5 who are at level 1 and who are multiple holdovers were targeted and are receiving tier II interventions through AIS and after school programs (grade 4) (2.3) 4. Students in grades 3-5 are receiving academic intervention twice a week during our 50 minute extended day period (2.3 & 2.4) 5. First grade students are receiving tier 2 intervention with a reading recovery teacher (2.3 & 2.4) 6. Second grade holdovers are receiving tier II intervention as a push-in model (2.3 & 2.4) 7. Related services are provided as a push in model (2.3 & 2.4) • Key personnel and other resources used to implement each strategy/activity <ol style="list-style-type: none"> 1. Weekly professional development will be delivered by principal and assistant principals (2) plus a Saturday retreat for curriculum planning and pacing which will be provided by the AUSSIE consultant and after school planning. 2. All teachers will be observed by supervisors (Pk-2 by one supervisor; 3-5 by another supervisor; content specialties and out of classroom personnel by all administrators) according to the option they chose on advance and following the observation and feedback cycle as per Danielson as planned in the initial conferences. The Talent coach from the TEP (teacher effectiveness program) assist on a regular basis. 3. F-status teachers provide intervention three days a week in ELA, Math, ELLs, SWDs throughout the day. All out of classroom personnel provide AIS daily for 30 minutes. After school program focuses on level 1 students in grade 4 4. All teachers in lower grades (Pk-2) and out of classroom personnel push into all 3rd, 4th and 5th grade classes twice a week for 50 minutes to provide support in literacy 5. Reading Recovery teacher provides daily one on one intervention and small group instruction 6. F-Status teacher (1) provides AIS three times a week and SETSS providers (2) provide at risk intervention as a push in model 7. Related Service Providers (2) provide intervention in a push in model as needed on a daily basis in grades 3-5 and also provide before and after school social-emotional intervention/conflict resolution.

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

- 100% of teachers and content specialist teachers have participated in weekly professional development activities and 22 teachers plus the principal and one AP participated in a curriculum planning retreat.
- 100% of teachers have been observed and have followed the feedback and observation cycle
- 100% of all targeted students have received AIS intervention in the am or pm extended periods and level 1 students in grade 4 receive after school 2 times a week
- All teachers and out of classroom personnel will share student data and analyze student work during the extended day and during grade meetings (and on Wednesdays - ongoing through the year)
- All targeted first graders have received tier 2 intervention by the reading recovery teacher (ongoing throughout the year).
- All students targeted "at risk" and who are HO in grade 2 have received AIS intervention by the F status teacher (1) and have participated in after school programs
- Related services providers and classroom personnel where the service is being provided have articulated and analyzed the data for the students they serve.

Timeline for implementation and completion including start and end dates

- September of 2013 – June of 2014 all teachers have participated in weekly professional development (ongoing throughout the year)
- September of 2013 – June of 2014 all teachers will be observed, both formally and informally as per their option (on a rolling basis throughout the year), and will engage in mid-year and end-of-year self-reflections and assessments
- F-status provide AIS 3 days a week throughout the year from September of 2013 through June of 2014 and after school from January of 2014-April of 2014
- September of 2013 through June of 2014 (once a week on data Thursdays) and during grade meetings (weekly)
- September of 2013 through June of 2014 (daily on an ongoing basis)
- September of 2013 through June of 2014 on an ongoing basis (3 times a week as a push in model for 50 minutes period)
- September of 2013 through June of 2014 (ongoing throughout the year)

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

- No cost to the activity pertaining to the weekly planning during grade meetings. However, the Saturday retreat attended by 22 teachers for 5 hours was paid per session (22x5hrs.). Per session rate for 22 teachers plus one AP X 5 hours.
- Teacher Effectiveness program talent coach assists with the observation and feedback cycles by regularly meeting with the APs and visiting classrooms. This activity comes at no cost.
- F-status teacher 3 times a week from September of 2013 through June of 2014 and per session on Thursdays 1 hour a week from October of 2013 through June of 2014 at the per session rate for after school activities. After school 4 hours a week X 5 teachers X 55 students @ \$49,5000.00
- Literacy (Generation Ready consultant) provides professional development and meets once a week with teachers throughout the day during grade meetings and individual meetings 4 times a month from October of 2013 through June of 2014
- No cost associated with this activity. It is being provided by the school librarian who is a reading recovery teacher.
- F-status teacher 3 times a week from September of 2013 through June of 2014 and after school program 2 times a week from October of 2013 through May of 2014 for 6 hours a week at per session rate
- Cost to this activity will vary as they emerge (1 Social worker x 2.5 hrs. a week from October 2013 through June 2014 plus 1 social worker x5 hours a week from October 2013 through June 2014).

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	x	PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Align assessments to curricula, use on-going assessments and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels. Develop and maintain teacher collaboration

Review Type:	NYC QR	Year:	2012-2013	Page Number:	6	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the school leadership will support 100% of teaching staff in the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of all students as evidenced by curriculum maps highlighting differentiated units of study, lesson plans and formative and summative assessments and performance tasks.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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

Strategies necessary to achieve goal...

1. Provide PD for teachers including content and out of classroom personnel using the Danielson Framework for teaching and focusing on domains 2 and 3 of the Danielson Framework rubric (3.3)
2. School leaders will support all teachers in the development of lesson plans and provide feedback via the observation/feedback cycle as per Danielson Framework (3.3 & 3.4)
3. Coordinate scheduling to allow for common planning time for inquiry and inter visitation for grade and content team members and articulation between teachers, AIS providers and related service providers (ESL, SETSS) (3.4).
4. All teachers will modify lessons according to the feedback they receive resulting from observations both formal and informal (3.3)
5. All teachers will complete three self-reflections regarding their practice within the specified domains of the Danielson rubric (3.4)
6. All teacher teams will evaluate student assessments a minimum of four times during the year using a prescribed protocol for looking at student work (3.3)

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

Key personnel and other resources utilized for implementation will include:

1. School leadership staff and Generation Ready consultant will provide PD based on the Danielson Framework for teaching
2. School Leadership and Talent Coach will meet to plan and provide support in the development of units and curriculum pacing to create effective lessons and units of study.
3. Administrative team will schedule weekly grade meetings to accommodate all teachers and allow for collaboration between teachers and related service providers.
4. Assistant Principals (2) will meet regularly with the teachers they supervise and provide feedback sessions for developing effective and highly effective lessons
5. DOE Talent coach will meet with and administrators (3) regarding the implementation of Danielson rubric, how to engage in reflective practice, and how to write meaningful self-reflections
6. All teacher teams, including grade level, content and specialty level teams

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

1. 100% of teachers will be engaged in regular professional development opportunities related to the observed patterns and trends from observations and including the identified domains as per the Danielson Framework for teaching.

2. Completion of lesson plans and units of study that include pre- and post-tests (per units), using CCLS that also support Instructional Shifts (September through June)
3. 100% of teachers will be part of the articulation process at some point throughout the year and be part of weekly data meeting at their grade levels.
4. 75% of teachers will increase their HEDI rating by one level from the original lesson to the observation of the modified version
5. Self-reflections will be used both prior to and post observations to measure the alignment between teachers' assessment of their practice aligned with observed practice
6. Classroom teachers as well as content specialists and other providers will conduct an analysis of the results of the assessments (acuity in both ELA and Math, DRA-2 and other end of unit assessments) to evaluate the effectiveness of the lessons and end of unit performance tasks.

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

1. Beginning in September of 2013 through June of 2014 all teachers will be provided with professional development pertaining to all of the components of the Danielson framework for teaching
2. Beginning in September 2013 and ending in June 2014, Assistant Principals (2) will hold regular meetings with all the teachers they supervise and give them feedback for writing effective lesson plans
3. Beginning in September of 2013 and ending in June of 2014 weekly
4. After each cycle of observation
5. 4 times a year, beginning in September 2013 and ending in June 2014
6. A minimum of four times a year between October 2013 and June 2014

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

1. Funds are set aside for Per Session Planning for Teacher Teams to continue to review and revise curriculum units and assessments on a monthly basis, throughout the year beginning in September of 2013 and ending in May of 2014 at per session rate at least once a month
2. No cost related to this activity
3. No cost related to this activity
4. No cost related to this activity
5. No cost related to this activity
6. No cost related to this activity

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

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.

Review Type:	NYC QR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	x	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, school and teacher leaders ensure that 100% of instructional practices and strategies are appropriately aligned to Common Core Learning Standards (CCLS) and organized around annual, unit, and daily lesson plans that address all student goals and needs as evidenced by a minimum of 75% effective instructional practices and 5% student growth.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**
- All Teachers will be engaged in professional development focused on domains 2 and 3 of the Danielson framework for teaching to enhance professional practice(4.2 & 4.3)
 - All teachers will be observed formally and/or informally (depending on the option chosen) and will be involved in the observation/feedback cycle (September through June) (4.2 & 4.3)
 - All Teachers will use Looking at Student Work protocols, regularly, to collaboratively determine multiple ways to engage and support students in rigorous higher order thinking and learning and share best strategies to help students' achieve targeted goals (4.2, 4.3 & 4.5)
- B. Key personnel and other resources used to implement each strategy/activity**
- Principal and assistant principals and digitalage for learning and Generation Ready consultant
 - Talent Coach will meet regularly with administrators regarding how to effectively conduct formal and informal observations and engage all teachers in effective observation and feedback cycle
 - Grade team teachers and all other providers will meet weekly to look at student work during data meeting Thursdays and school leaders (3) will meet regularly with staff and all teams to discuss assessments, data, student work
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- By the end of the 2013-2014 school year, all teachers have participated in weekly PD involving the Danielson Framework for teaching and learning, with particular focus on domains 2 and 3
 - 100% of teachers will be observed as per their option (either at least 6 informal observations or 1 formal plus at least 3 informal observations)
 - Teams of teachers and supervisors will conduct classroom walkthroughs to set and maintain high expectations for classroom environment, culture for learning and instruction
- D. Timeline for implementation and completion including start and end dates**
- September 2013 – June 2014 all teachers will participate in weekly PD to strengthen instructional practice and strategies
 - By the end of the 2013-2014 school year all teacher have been observed as per option 1 or option 2
 - By the end of June 2014, all teachers have been engaged in looking at student work on a weekly basis.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Digitalage for learning and Generation Ready consultant
 - No cost associated to this activity
 - No additional cost related to this activity.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	x	PF Common Core
	PF Inquiry Teams	PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults

Review Type:	NYC QR	Year:	2012-2013	Page Number:	3	HEDI Rating:	E
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, a positive school culture will be 100% reinforced through the adoption and the full implementation of PBIS school wide where students will earn points showing positive and the expected behaviors as per the PBIS matrix, thereby creating a learning environment conducive to academic success as well as supporting the social and emotional developmental health of all students. This will be measured by an increase of points earned and a reduction of suspensions, removals and incidences on ORRS

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Students are recognized on a monthly basis via awards, a monthly special breakfast celebration, certificates, pins and other activities targeting attendance improvement and academic achievement, as well as social and emotional development (5.3).
2. Core group of administrators, teachers, social workers, and parent coordinator and school aides will analyze data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students (5.3 & 5.5).
3. All staff will participate in PBIS training and professional development opportunities in Positive Behavior Intervention System (PBIS) in order to continue to develop a safer and healthier learning environment for families, staff and students. (5.2 & 5.3)

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

1. All teacher teams at all grade levels will be part of this initiative.
2. The PBIS core team which is comprised of one classroom teacher, one content specialist, the administrators, parent coordinator, three social workers, school psychologist, family worker will provide further assistance/training for all staff.
3. Network staff provided PBIS training for the Core Team in October

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

The PBIS data specialist will conduct regular analysis of the surveys sent to teachers and the students to evaluate our PBIS program. An initial survey was completed by the teachers in October and analyzed by the PBIS data specialist. The results of this survey will be compared to the results of the survey that will be administered at mid-point in January/February and then again in May to inform and to make changes or not, as necessary. Targets and outcomes as a result of the strategy include :

1. Minimize student disruptions,
2. Creating a learning environment conducive to academic success as well as supporting the social and emotional developmental health for all students.

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

1. Throughout the 2013-2014 school-year, the core team of teachers will meet a minimum of 10 times a year between October 2013 and May 2014 formally and during the months of October and November. The core team attended 3 all-day workshops of PBIS
2. By the end of the academic year 2013-2014, staff, parents and students will complete an evaluation of the character development program and the PBIS program.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity											
1. The network (cfn 109) sponsored our initial workshops and training. This was at no additional cost.											
2. The school will be using multiple funding sources (federal, state, and local) to integrate services as a Title I SWP school.											

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy		Title IA	X	Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement				
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them.											
Review Type:	NYC QR	Year:	2013-2014	Page Number:	6 and 7	HEDI Rating:	D				

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	6.2 Welcoming environment			x	6.3 Reciprocal communication						
x	6.4 Partnerships and responsibilities			X	6.5 Use of data and families						

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June of 2014, parent participation and engagement will be enhanced through the creation of a welcoming environment that involves all stakeholders in the sharing of data and communicating high expectations and student achievement to help parents better understand students' progress towards meeting the CCSS. This will be evidenced and measured by an increase in satisfaction on the 2014 learning environment survey and by an increase in parent participation during the PA monthly meetings, curriculum nights, family nights, family events, assemblies, workshops and celebrations of success.											

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).											
A. Strategies/activities that encompass the needs of identified subgroups											
1. Student work products and data are shared with parents in October, during Parent Teacher Conferences, at the end of January, in March and at the end of May (6.2, 6.3, 6.4 & 6.5).											
2. Parent Coordinator, administrators, staff, family workers, social workers, maintain ongoing communication with families (6.2, 6.3, & 6.4)											
3. Parent Coordinator and administrators (3) conducts parent workshops, focusing on diverse needs of the community and the constituents (6.2 & 6.5).											
4. SLT (School Leadership Team) meetings – Every two weeks parents will have the opportunity to discuss the school's goals, budget, instructional practices, students behavior, etc. ((6.3, 6.4, & 6.5)											
5. The school, in collaboration with the PA and the parent coordinator, has scheduled school wide events (from 9/2013 to 6/2014) to encourage engagement and participation within the community and the school (6.2, 6.3, 6.4, 6.5)											
B. Key personnel and other resources used to implement each strategy/activity											
1. Parent coordinator to conduct, facilitate and provide weekly and monthly workshops in coordination with administration and staff											
2. School Leadership Team (6 staff and 6 parents) to meet and set goals											

3. Parent Association – meets twice a month with administration and community to assess the needs of the community and provide PD for parents as the needs arise
4. Family workers (2) – provide ongoing communication with parents and community as identified by the SLT, the SIT, the Attendance committee and the SBST
5. Social workers (2), teachers (34), administrators (3),PA, parent coordinator – provide ongoing workshops and communication/meeting with parents
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The effectiveness of the strategies/activities will be evident through feedback from the 2013 – 2014 Environmental Survey where it will indicate whether there has been growth and development since the previous Environmental Survey (2012-2013).
2. Teachers will communicate more with parents on an ongoing basis to discuss progress and needs during the data meetings which take place 4 times a year and during family nights, celebrations and curriculum nights
3. Parent will participate in workshops addressing the CCSS and shifts in ELA and Math
4. Parents will receive information pertaining to meetings, workshops, events and celebrations via monthly calendars, weekly flyers, newsletters and notices
5. Parents will attend workshops and will participate in school events throughout the 2013-2014 school year during school hours and off school hours.
D. Timeline for implementation and completion including start and end dates
1. September of 2013 through June of 2014 – four times a year
2. Meet twice a month for 10 months beginning in September of 2013 and ending in June of 2014
3. Ongoing throughout the year from September of 2013 through June of 2014
4. Ongoing throughout the year beginning in September of 2013 and ending in June of 2014
5. Ongoing throughout the year beginning in September of 2013 and ending in June of 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Title I parent involvement funds will be used to provide workshops during the school day
2. Title III parent involvement funds will be used to provide workshops
3. No cost associated with this activity
4. No cost associated to this activity
5. Title I and title III funds

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • WILSON • F&P Intervention Program • RIGBY for ELLs • Predictive • Acuity • iReady • Guided reading • Guided writing • Reciprocal reading • Independent reading • Interactive writing • Modeled writing • AWARD reading program • Expertise of the AIS provider 	<ul style="list-style-type: none"> • Small groups • One-to-one conference • Tutoring 	<ul style="list-style-type: none"> • During the school day (the intervention period is used for TIER 2 intervention (content specialist, AIS and SETSS providers push into grades 3-5 to provide intervention) • Before school (conflict resolution provided by the social Workers) • After school for level 1 students, H.O. ELLs receive after school services) • Saturdays for grade 1 with a recovery reading teacher and grades 2 and 3)
Mathematics	<ul style="list-style-type: none"> • Guided Math • Conceptual with manipulatives • Acuity • Multi modality 	<ul style="list-style-type: none"> • Small groups • One-to-one conference • Tutoring 	<ul style="list-style-type: none"> • During the school day • Before school • After school • Saturdays
Science	<ul style="list-style-type: none"> • FOSS Scope and Sequence • Embedded in ELA and Math • Modeled in guided, interactive and reciprocal reading • Experiment • Research 	<ul style="list-style-type: none"> • Small groups 	<ul style="list-style-type: none"> • During the school day
Social Studies	<ul style="list-style-type: none"> • Embedded in ELA • Modeled in guided, interactive and reciprocal reading 	<ul style="list-style-type: none"> • Small groups 	<ul style="list-style-type: none"> • During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Conflict Resolution/Peer mediation • Organizational skills • Counseling/socialization skills • Respect For All • Anti-bullying 	<ul style="list-style-type: none"> • Peer group • One-to-one • Small groups • One-to-one with families/caretakers 	<ul style="list-style-type: none"> • During the school day • Before school (conflict resolution) • After school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

In order to recruit high quality teachers, we do the following:

- work closely with our Network HR point person, traditional teacher education programs, and alternative licensure programs.
- attend hiring fairs to identify and recruit highly-qualified teachers.
- work closely with our HR point person to ensure that all required documentation and assessment deadlines are met.
- begin recruiting when the teachers complete and return their preference sheets.
- look in the NYCDOE Finder on line system.
- Reach out to nearby universities chair person in the ELL/SWDs education departments.
- ask staff to recommend professionals for interviews.
- have established e a screening team comprised of staff members that are experts in the vacancy area.
- The staff conducts level 1 screening measuring content knowledge. If candidates pass level 1 screening, the person is invited to return for a demonstration with children that represent the vacancy area. If the vacancy is declared during the summer, we use our summer school students as a lab site for demonstrations.
- During the school year, the payroll secretary reaches out to teachers to ensure she has all of their updates information. If a teacher is highlighted as not highly qualified by BEDS the secretary tries to resolve the issue with the teacher. If that does not work, the principal meets with the teacher to create a timeline to resolve the issue. The UFT Chapter person also is privy of the information, provided by the UFT and they also consult with teachers.
- We have established a highly qualified committee that discusses TIP professional development and mentoring for new teachers.
- Mentors work 1:1 with new teachers, confer, and push in their classrooms to model and provide coaching.
- We provide all our teachers with professional development aligned to NYCDOE's citywide expectations and Danielson's Framework to assist them in getting their 175 hours for state certification.
- Assignments are given by teachers' goals, preference, administrators' observations and students' performance.

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).

- In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators.
- Mentoring is implemented as per teacher requirements.
- We believe in individualized professional development plans that are designed to focus on each teacher's

needs. Teachers are active participants in the process and collaborate with administration to look at their development, mainly through the observation process which utilizes the Danielson's Framework for Teaching as well as through student practice.

- Teachers self-assess on a regular basis and confer with school leaders.
- All professional development is research based and evidence based. Research based strategies are emphasized in our trainings, and via the mini and formal observation process.
- Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.
- We are committed to ensuring that teachers have the resources and support needed increase student success. Additionally, we have allocated a Teacher Resource Center so that teachers have a quiet space to work and share. We encourage celebrations of success and sharing.
- Professional Development created based on students' needs and teachers' performance as evidenced by our observation/feedback cycles and students' work and assessments.
- Classroom observations are paired with feedback to help teachers and their evaluators exchange ideas about the teacher's practice and help teachers improve. As evaluators and teachers look at the four domains of the Danielson Framework *for Teaching* more frequently, they become more skilled at using observation data to support teacher growth and student achievement.
- Weekly Danielson Framework workshops are provided based on Domains 2 and 3. Other domains have also been covered in these workshops. All staff attends these weekly workshops (paraprofessionals, content specialist, related service providers, classroom teachers, APs).
- Feedback conversations provide teachers and evaluators the opportunity to reflect on areas of both strength and development from the shared observation and determine next steps to improve practice and student outcomes. Feedback occurs after every observation.
- PD is being supported via AUSSIE, Digital Age Learning, Literacy and Math workshops provided by our network, workshops for ELLs and SWDs, and the Office for English Language Learners.
- Principal and assistant principals attend professional development sessions offered by the OELL, the Danielson Group, Teacher Effectiveness Program, School Leadership Development and our network.
- Teachers will be involved in individual conferences/differentiated PD and setting goals with their supervisor - each teaching staff member would review expectations (advance, MOSL, Danielson's Framework) and create goals aligned and collaborate with principal during 1:1 conferences to create collaborative action plan with timeline.

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.).

At P.S. 54 the coordination and integration of Federal, State and/or local funds are used to meet the intent and purpose of the programs whose funds are consolidated. With the programs and support systems we have put in place and that we are providing our community with, we intend to get our learners, regardless of their living situation, ready for elementary school both socially and emotionally to succeed and overcome the demands of today's educational system.

Our learning environment and programs support the demands of the 21st century and the development of language, literacy, cognition, technology and general and intellectual knowledge. Our funds are geared toward providing our families with the support they need as they transition from one community to another, one home to another, making connections to the school community, advocating for the needs of our families, engaging parents in well-organized school activities and events and helping families manage positive relationships with school, child and community. Our services are extended to all families in temporary housing (i.e. shelters, homeless, double up, etc.). We also comply with all of the chancellor's regulations, including CR A-780 to ensure that all of our students residing in TH have access to the services they need to succeed in school.

Our family workers (2) and social workers (3), along with the administration, parent coordinator and the

Parent Association make sure that all of our Federal, State and other funds are used for the intended purposes, including providing workshops for parents, students and others in violence prevention programs, conflict resolution classes and workshops, grief workshops, anti-bullying. Our school-based liaison does the following:

- Is responsible for tracking and providing interventions and support services in accordance with the McKinney Vento Act.
- Maintains a folder throughout the school year with ATS reports that include the names of students living in temporary housing situations and lists of services offered as funded by the Title I, Part A mandatory set aside and participates in McKinney-Vento trainings on behalf of the school, each year.
- Works with the pupil accounting secretary to identify students in need of services and supports.
- Informs school staff (i.e. attendance teachers, pupil accounting secretaries, etc.) on how to respond to a student living in temporary housing and shares resources from trainings.
- Works cross-functionally with the borough STH Content Expert as well as shelter-based STH staff and school staff.
- Supports families/students in temporary housing by offering solutions and connecting them with resources.
- Works with the principal to ensure that the STH component of the School and Youth Development Consolidated Plan is completed and implemented with a high degree of quality.
- Our programs also promote safety within and outside the school and teach positive behaviors and attitudes (PBIS). Through PBIS we anticipate that our community will become safer and more secure as we develop a proactive approach to bullying, aggression and other forms of violence,

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.).

At P.S. 54 we hold orientation meetings for families of preschool students to inform parents and assist them in the successful transition of their child from preschool into elementary school. At these meetings we work with parents to ensure that their child's transition from preschool into elementary school is seamless. To ensure a successful transition we do the following:

- Provide parents with the elementary school directory which explains what parents need to know and do if their child is starting Kindergarten the following year (in this case in September of 2014).
- Flyers are distributed with information pertaining to registration and procedures for registering future Kindergarten students. Parents are advised to visit the DOE websites for more in-depth information about how to get started, programs and services and other important information pertaining to students with special needs or to determine if a child is a child with special needs or needs to be provided with other related services upon their entering elementary school.
- Information is provided to parents via newsletters, the school website, PA meetings, and other notifications as to how they can best meet the needs of their child (i.e. special education, ELLs, specialized schools for G&T, etc.).
- Information is provided to parents about the school and how to best understand the performance of the school.
- Information is provided to parents about the school curriculum, early intervention and services and supports available for their child and the family.
- Information is provided to parents about the school in general (i.e. schedules, operations, events, etc.).
- The school manual is provided to parents to further inform them about parent involvement and the school in general.
- Our curriculum is aligned to the CCSS and is differentiated as per the needs of the student.
- Our pedagogues are trained in early learning and receive differentiated PD for working with kindergarten students.
- Our pedagogues participate in PD targeting specific foundations for teaching and learning in the early

grades.

- Our pedagogues are trained in analyzing data to target, understand and provide support for our newly admit kindergarten students.
- Our school culture supports family engagement and encourages parents to be active participants in their child's education through regular meetings, workshops on the CCSS, activities such as family and curriculum nights, celebrations and participation in our Parent Association monthly meetings.

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.

In our efforts to ensure that our teachers are involved in shared decision making and participate in the selection of appropriate assessments that serve to measure and assess improved instruction and increase academic success, we do the following:

- We offer individualized professional development to teachers on current topics such as best practice and based on the teacher's self-reflection. These professional development opportunities are aligned to the Danielson Framework for Teaching (2013)
- Teachers are active participants in the decision-making process and collaborate with administration to look at student work on a weekly basis, review progress or lack of progress and decide what assessments or interventions will be utilized to improve instruction and academic achievement (ACUITY, DRA, F&P) are some of the assessments we have selected as a team to analyze our students progress and to look at trends. The results of these assessments are discussed during the grade meetings and closely monitored by all teachers.
- We are committed to ensuring that teachers have the resources and the support needed to increase student success; therefore, teachers are encouraged to attend professional development at the district level, UFT, OELL and as provided by other teachers who turn key and are used as teacher leaders within the content they teach. This, we hope, will increase our teachers' knowledge of how students learn best and support us in selecting assessments that will help us to identify the differentiated needs of our students.
- Teachers meet in teams on a weekly basis to discuss student work and to analyze trends. Based on these meetings, teachers make suggestions as to what they think will work best and the assessments that will help us to identify what works best for the population we serve and for the individual needs of each students (ELLs, SWDs, G&T, etc.).
- Weekly Danielson Framework workshops are provided based on Domains 2 and 3. Other domains have also been covered in these workshops. All staff attends these weekly workshops (paraprofessionals, content specialist, related service providers, classroom teachers, APs). These workshops are resourceful in helping us all understand competency 3d (using assessment in instruction) and what assessments will help us to monitor our students' progress or lack of it. Teachers always make recommendations as to what they think they and their students need in order to succeed. Recommendations are always acknowledged and taken under consideration.
- As members of the school team, teachers use and create assessments, rubrics, and grading policies that are aligned with the school's curricula and offer a clear portrait of student mastery, thus providing actionable and meaningful feedback to students and teachers regarding student achievement.
- As a team, we use common assessments to create a clear picture of student progress toward goals across grades and subjects, track progress, and adjust curricular and instructional decisions so that all students (ELLs, SWDs and G&T) continue to demonstrate increased mastery and academic success.
- As a team and across the classrooms, the assessments we choose reflect the varied use of ongoing checks for understanding so that teachers make effective adjustments to meet the needs of all our learners and work and design next steps.
- As a team, teachers and administrators implement assessments and analyze results and evaluate the effectiveness of the assessments used or the PD provided to teachers.

- Use student data and observations to assess teacher effectiveness and diagnose needs of both teachers and students.
- As a team, we work on developing a shared understanding of instructional excellence.
- Administrators hold regular meetings and maintain open communication with teachers about results and develop strategies for targeted improvement.
- As a team, we use multiple sources of evidence that helps us set our expectations for: instructional planning, classroom delivery and student assessment and evaluate our commitment to improving our instructional practice.
- Assessments are selected based on feedback from teachers and the results are analyzed carefully during our weekly data meetings. Analyzing the results of each assessment helps us in determining what to dispose of and what we need to continue using to further improve instruction and advance academic achievement.
- All of teachers are engaged in inquiry-based, structured professional collaborations that have strengthened our instructional capacity and have helped us in promoting the implementation of the CCLS and the instructional shifts in ELA and Mat. This, we are hoping, will result in a school-wide instructional coherence and increased student achievement for all of our learners (ELLs, SWDs, and G&T).
- Teacher teams and administrators systematically analyze key elements of teacher practice, including classroom practice, assessment data, and student work. This, we hope, will result in shared improvements in teacher practice and mastery of goals for groups of students
- Our leadership is distributed so that there is effective teacher leadership. Teachers play an integral role in key decisions that affect student learning across the school.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Fordham-Bedford Academy Parent Involvement Policy (PIP)

At Public School 54 we believe that the cornerstone of academic, socially and emotional success of all stakeholders is our relationship with the parents and the community we serve. The purpose of this policy is to create a learning environment that is conducive to learning and values the perspective of parents within the school. As a school community we believe that we are in full compliance with all of the policies regarding parent involvement (Section 1118 of Title I, Part A of the No Child

Left Behind (NCLB) Act). We have created several venues to ensure that there is transparent and reciprocal communication

between parents, students, staff, and administration. As a school we believe in collaborative decision making at all levels. This includes seeking advice and guidance from our community. We have created several entry points for all parents to participate in decision making. These include our SLT meetings, PA meetings; SIT meetings, RTI meetings, data meetings and many other events, activities and celebrations. Below are strategies and activities that we have created to support students, staff and community:

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

Communication:

- Parent handbook in English and Spanish containing important information on how to navigate through P.S. 54 and the NYCDOE
- Monthly calendars in Spanish and English are sent to all families informing of school events.
- Weekly flyers, Spanish & English, are sent as reminders.
- Meeting twice a month with the Parent Association.
- Parents are invited to our monthly assemblies
- Family night twice a year
- Monthly Parent Association meetings in the AM and PM to accommodate all parents.
- Webster and Decatur entrances have Communication easels highlighting weekly events families are invited.
- Curriculum Night sets the yearly agenda in September, November's Parent Teacher Conference, January's Mid Year Progress Report mailed home, March's Parent Teacher Conference, and June's Progress Report is sent home.
- Parent Coordinator and Guidance Suite have information on parenting and NYCDOE Parent Resources to read and take.
- Protocol for customer service: Contact Parent Coordinator, Carmen Aleman, @ 347-563-4826; she will schedule the appointment with the teacher; if applicable, administrator supervisor.
- Parent Coordinator's phone number is in every document to give people access to customer service.

- The main office is staffed with bilingual personnel
- Parent center provide families a welcoming area for them to receive and be part of workshops and other learning activities.
- Monthly newsletters are sent out by the teachers and content specialists
- Teachers send out weekly assignments, newsletters, call and meet with families during their planning period, before or after school with an appointment scheduled by Parent Coordinator.
- The parent members of the School Leadership Team are active participants of the school life.
- We provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Data morning meetings with parents of all students are held 4 times a year. At these data gatherings, students, parents, teachers and administrators discuss progress or lack of progress based on the most updated and latest assessments.
- Distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- Parent workshops with topics that include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services, ESL classes, Spanish classes, and technology training to build parents' capacity to help their children at home.
- 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;
- All documents sent home are translated and provide interpretation during meetings and events as needed;
- Our SLT meetings are announced in our monthly calendar. The dates of the meetings are also posted by the entrance in the main office.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

THE PARENT INVOLVEMENT POLICY AND THE SCHOOL HOME COMPACT WAS REVIEWED

BY _____ ON _____
 PARENT SIGNATURE DATE

BY _____ ON _____
 SIGNATURE DATE

**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 10	Borough Bronx	School Number 054
School Name Fordham-Bedford Academy		

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 Marybelle Ferreira	Assistant Principal Maria Leatherwood
Coach	Coach
ESL Teacher Juliet Luther	Guidance Counselor
Teacher/Subject Area Paloma Pena	Parent Irma De La Rosa
Teacher/Subject Area Marilyn Costa	Parent Coordinator Carmen Aleman
Related Service Provider Yvette Galarza	Other
Network Leader(Only if working with the LAP team) Maria Quail	Other

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.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	486	Total number of ELLs	146	ELLs as share of total student population (%)	30.04%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1											3
Freestanding ESL														
Push-In		3	3	6	6	10								28
Pull-out	3		3	3	3	3								15
Total	4	4	7	9	9	13	0	46						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	146	Newcomers (ELLs receiving service 0-3 years)	111	ELL Students with Disabilities	31
SIFE	6	ELLs receiving service 4-6 years	32	Long-Term (completed 6+ years)	2

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									0
Dual Language	50	0	3	0	0	0	0	0	0	50
ESL	61	7	17	32	0	11	3	0	2	96
Total	111	7	20	32	0	11	3	0	2	146

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	16	10	22	3	12	13													50	26
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	16	10	22	3	12	13	0	0	0	0	0	0	0	0	0	0	0	0	50	26

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 19 Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 5 Asian: 0 Hispanic/Latino: 71
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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	12	4	4	27	12	17								76
Chinese			1											1
Russian														0
Bengali	1													1
Urdu														0
Arabic		2				1								3
Haitian														0
French			1	2	1									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3	1	1	2	3								11
TOTAL	14	9	7	30	15	21	0	0	0	0	0	0	0	96

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)	17	9	5	5	4	4								44

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)	3	11	6	9	2	7								38
Advanced (A)	10	11	7	16	10	10								64
Total	30	31	18	30	16	21	0	0	0	0	0	0	0	146

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	0	0	0	2
4	12	3	2	0	17
5	18	2	0	0	20
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	1	1	0	0	0	0	0	0	2
4	10	4	2	2	0	0	0	0	18
5	12	1	7	0	0	0	0	0	20
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	3		9		7		1		20
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.

We use the DRA in English to measure English literacy, K-5, and DRA in English and EDL in Spanish with newcomers and students in the Dual Language program. For some newcomers who have not developed enough first language literacy, the English DRA is not given until January, but for others for whom the first language is highly developed and they show interest and ability in some basic English reading, the English DRA is given from September, with modifications, such as allowing responses to questions, survey of reading habits and retell, to be done in the L1. The EDL is always used with newcomers who speak Spanish. A sample spreadsheet showing the fifth grade data collection is attached.

Fountas and Pinnell is used K-2 with the ELL students to measure growth in phonemic awareness and decoding skills in English, and for Spanish speakers, phonemic awareness and decoding abilities are assessed using Estrellita.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students starting Kindergarten score mostly at the Beginner and somewhat in the intermediate levels in English, with a few in the Advanced categories. Those in grade 1, have entered the Intermediate category, so that fewer are now Beginners. More of them are at the Intermediate level, and a few are Advanced. In second grade the students are now evenly distributed throughout the categories and there are fewer of them who are still classified as ELL. Historically, by end of grade one or two, students often are reclassified as they pass the NYSESLAT. In grades 3, 4 and 5, more of the students enter the Advanced category, which is also an historic pattern in the school. Also at those grade levels, we have had newcomers enter these grades, tending to populate the Beginner category a bit more than it would be if the school were to simply track those who have been served by the school since K or Grade 1. The proportions of students in the Intermediate and Advanced categories tend to hold steady, with a few students reclassified each year and some whose scores either remain the same or fluctuate between Intermediate and Advanced.
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 [AMAQ tool](#))
Data not available

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?

Students in DL are regularly assessed with running records, DRA2. Generally ELL students tend to score 1, and 2 more frequently on the state exams in English, with a score of 1 in the vast majority of cases. Native language test scores are also often scores of 1. The current and past Grades 3, 4 and 5 students who take the test in the native language are ESL students who are new to English and to the country, or arrived the year or two before. Usually when assessed on arrival in literacy and content areas, we have found that these students have had inadequate education to perform well in their grade levels. Most students arriving from outside the country, speaking Spanish, read in Spanish at a first or second grade level, in grades beyond that level. If they arrive in first or second grade, some may have never attended school, or function at a Kindergarten level of literacy. These students tend to do poorly on New York State Math or Science tests, either due to deficiencies in skills and background in literacy or in content areas, or both, regardless of the language in which they take the test. Occasionally, usually with the few students who arrive with better educational preparation, they appear to perform better than the school personnel's estimates of their performance on an English language test, using a translated exam. However, very few students fall into this category.

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](#).)
Students are identified for RTI services using multiple forms of classroom data, and in consultation with a committee of specialists who can hear cases for RTI and make recommendations based on this data. Once students have been identified for RTI, the teacher must create a plan which responds to the needs indicated by the data and create a system to track the domains in which the teacher

will try to make impact to improve the situation in which the student needs help, according to that data. Data collection is done in cycles, (i.e. 4-6 weeks in duration) and assessments at the end of the fixed period inform the teacher about whether or not to continue an intervention or to move on to a next step.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers of ELL students are required to collect data specific to L, S, R and W to inform his or her practice in teaching the second language. Systems are also in place to include school-wide, a second language specialist to inform instructional decisions affecting multiple grades.
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?
 - a. Our students are assessed with the DRA-2 in Spanish and lessons are differentiated according to their level and following the 50/50 model.
 - b.) A level of L2 proficiency in Spanish for EPs is not possible at this time, until an instrument which measures Spanish L2 proficiency is identified. The school is conducting a search for such a tool. For now, teachers use DRA and results of La Estrellita to track classroom level progress for these students in literacy and phonemic awareness. These assessment tools do not identify a proficiency level, and are designed for speakers of Spanish as a primary language, therefore the implementation requires modification and results must be analyzed with second language student performance in mind.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Multiple measures of student progress in literacy and content areas are used to evaluate the programs. These include formative literacy measures, summative end of unit content area assessments, state exams and the NYSESLAT. Other measures may also be used. Taken together they form a profile of how successful the programs are.

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](#).)
The Home Language Identification Survey is administered by the ESL Specialist/ELL Program Coordinator when parents first enroll their child in a school. The school administers the Home Language Identification Survey (HLIS) to determine the child's home language, as part of general intake procedures. The home language is determined based on the results of the Home Language Identification Survey (HLIS), which includes an interview with the parent and child. A licensed pedagogue (Ms. J. Luther, ELLs coordinator) completes the HLIS form with the parent and ensures entry of this information in the designated ATS screen (Ms. Brown, Pupil Personnel Secretary). Completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can ask and have their questions answered in their preferred language, during the HLIS procedure or at any time they interact with school personnel. If the HLIS indicates that a language other than English is spoken in a child's home, the child is administered the LAB-R to determine the English proficiency level.

Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. For cut scores and eligibility (including designations of beginner, intermediate, and advanced), see the DOE's LAB-R Assessment Administration Memo.

All new entrants to a NYC public school who have a home language of Spanish and score below proficiency on the LAB-R must also be administered the Spanish LAB once at the time of initial enrollment during the same testing period to determine language dominance for instructional planning in providing bilingual and ESL services. Note: Spanish LAB scores are NOT used to determine program entitlement.

Both exams are administered by a trained pedagogue (Ms. Luther, ESL Specialist and ELL Program Coord.), within 10 days of the student's enrollment. The pedagogue in charge of the testing keeps a record of the scores, and reports the scores to administrators with a copy to the secretary (Ms. Brown, Pupil Accounting Secretary).

The secretary, (Ms. Brown, Pupil Accounting Secretary), then sends an entitlement or non-entitlement letter to the parents/guardians of each student who was tested, informing the parents or guardians of whether or not the student was deemed eligible for ELL services, based on LAB-R results, the score on the test, and the temporary class placement. The identified ELL student's parent or guardian also receives an invitation to a program orientation in which he or she may make a program choice for bilingual services.

Once a parent or guardian has made a program choice, then the student is placed in the appropriate class/program as indicated in the parents' choice/parent selection form (English as a Second Language – ESL, Transitional Bilingual Education – TBE, Dual Language Program - DL). During the time prior to the parent/guardian attending the program orientation, the school makes the best choice possible for the student, so that s/he receives services in the interim. After program orientation, Ms Luther informs Ms Brown of program selections and advises placement for these students in programs/classes based on the parents' choice in accordance with the ASPIRA consent decree. We keep accurate information of parents' choices and all pertinent documentations related to ELLs on file in room 206. Final placement is done by administrators after a review of the available seats.

Once the student has been identified as ELL through the assessment procedure described above, the family informed, the program choice made and student placed.

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.

Parents are the sole determinants of the programs their children receive, initially and in subsequent years. We are required by law to notify parents of their child's eligibility for ELL services and provide information and program choices through parent orientations. We do not refuse admission to our zoned students or students assigned by the DOE's Enrollment Office based on their ELL status or program needs.

When a new ELL enrolls, we inform parents of the three instructional models available in New York City (TBE, DL, Freestanding ESL), regardless of whether the preferred model is currently offered in the school. To inform parents of these options, we provide parents of newly enrolled ELLs with a parent orientation with a trained pedagogue (Ms. Luther) where they view the Parent Orientation video (which explains the three program options and is available in 13 languages). After they view the video, parents/guardians are given a chance to ask questions and discuss their concerns, so that they understand each program, its implementation and goals, and so that they can make a judgment about ranking their preferences. During the orientation, we also provide information on standards and assessments.

Once parents are informed of all three program options at the parent orientation, we provide parents with a Parent Survey & Program Selection Form, on which parents indicate their program choice. These forms are secured and the choice of the parents is entered as indicated on the Parent Survey & Program Selection Form, in the designated screen in ATS (ELPC) as forms are completed (Ms. Brown, Pupil Personnel Secretary). (Note: the parent's first choice is entered, regardless of whether that choice is currently offered at the school.)

The Parent Survey & Program Selection Form is a formal record of the parents' preference of ELL program for their child, as well as a record of the date they attended the orientation. It is retained in the student's permanent record and accessible for State or City audits and reviews (copies are kept in a secure place as well in the main office).

Our ELL students are placed in the parents' program of choice within ten days of enrollment. If there are insufficient numbers of students to form a bilingual class which would accommodate a parent's choice, we provide them with the following two options, and maintain a record of their response. The first option is to support the child who remains enrolled at our school in one of the existing programs—if the parent chooses this option, we immediately place the child in that program and begin serving him/her. The second option is that the parent/guardian can opt to transfer their child to a different school where there are sufficient numbers of students to create a program of the parent's choice on the grade level of the child. To do so, we contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment. While we await the transfer, the child remains temporarily in an ELL program in the school until the transfer is completed.

Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts by our family workers (Ms. Amezcuita/Ms. Jimenez) and Ms. Brown, Pupil Personnel Secretary) are tracked and maintained at the school. While waiting for a parent to complete the form, the school provides mandated ESL services based on the student's proficiency level, in the temporary placement established prior to, or at the time of identification as ELL.

Once the child's program has been determined based on the steps outlined above, schools send parents a placement letter indicating the program in which their child has been placed (program placement letter). This last step is essential so that parents/guardians receive a written notice about the program in which their child has been placed. This notice offers contact information, should they have any further questions.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are mailed through the US postal service to the address of the parent/guardian. A copy is also sent home with the student. Parent Survey and Program Selection forms are collected from parents/guardians in person, at the time of the orientation, delivered to the main office (206) where they are stored in a designated file.
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.
All programs are offered to all parents, including DL programs for speakers of home languages other than Spanish. Among families of ELL students, the school has always encountered a small number of families interested in having their children supported to acquire English as a second language, while also acquiring an additional language.

Placement occurs at three specific times: upon enrollment, at identification and at the point of program choice. Below please see specifics:

- 1) On enrollment: Students who we see are clearly likely to be identified are initially placed in existing programs at the grade level until identification procedures are carried out. This step minimizes disruption and allows support to be initiated at the beginning of the school year.
 - 2) At identification: Students identified who are not already placed in a class where there is an existing ESL or DL program are integrated immediately into the ESL Push-In/Pull-Out program until the parent/guardian comes to the orientation to choose a program.
 - 3) After Program Choice: Students are placed in the choice made by their parent/guardian, immediately following the program orientation. If the student is already in the indicated program, the student does not change programs. In either case, a letter informing the parent of the placement is sent to inform the family of the result of their choice process.
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.
Prior to the arrival of materials, the ELL Coordinator (Ms. Luther) who coordinates the NYSESLAT in collaboration with the School Testing Coordinator (Mr. Eisma, AP), revises a testing plan, which has been used for several years, and works well. Revisions include accounting for systems which are practical for the pertinent school year, identifying personnel who must be involved, creating a roster of all students who must be tested, their locations and programs. Personnel are chosen to proctor and support based on certification, experience and professional attributes. Students are identified to take the NYSESLAT based on their entitlement status.

The speaking tests are the first components to be administered. Preparations are made to distribute the speaking component into groups according to class and/or grade band, depending on the program and distribution of personnel who will proctor.

All involved personnel are provided with training facilitated by Ms. Luther. Training consists of provision of materials (procedural memo, materials for practice delivered to the school, test administration manual), training with practice materials, and explicit procedural directions. Included in procedural directions are instructions for how to assure the students with IEPs receive the mandated modifications, as these apply to the test component. Regulations for what modifications can be provided so as to assure test validity, are reviewed using the documents from New York State, explaining these.

When materials for the operational test arrive, they are secured by Mr. Eisma until the testing window opens. At this time, materials are distributed as was explained to proctors and proctors begin administration. All test materials are secured at the end of each day. Testing continues until all ELL students have been tested, but not beyond the last date for testing in Speaking.

The NYSESLAT plan also includes administration of the components of Listening, Reading and Writing. Since these are group administered, the groups are organized and proctors identified according to numbers of students in the grades. Dates from among those permissible by New York State, are chosen for initial administration and a make-up plan is also created. IEP mandated modifications are also used to create groups. NYS mandates for how to provide these modifications, and which ones can be provided, so that test validity is assured, are also used to make grouping decisions.

Following revision of the plan to administer these components of the operational NYSESLAT, another testing procedure and training meeting is held. Like the meeting for the Speaking component, all proctors involved are mandated to attend, receive materials (memo, training materials, test manual) and are provided with guidance for how to properly administer the test.

The Listening, Reading and Writing components are administered on the appointed dates. Make-up testing usually follows the test date for each component. The family workers (Ms. Jimenez and Ms. Amezcuita) and secretary (Ms. Brown) are enlisted to make calls to all parents/guardians of any students absent for the initial administration of any component of the test, and problem solving steps are taken to assure the student attends school to take the test component missed.

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. 
- The school program choices have increased in the choice area of DL, increasing by 15 percentage points more, over the previous year's choices of this program (2012-13=60%; 2013-14=75%); in TBE there has been a 3-fold increase (2012-13=3%; 2013-14=9%); and in ESL there has been a decrease by more than half (2012-13=36.5%; 2013-14=16%). Our demographics remain essentially the same in terms of the percentage of students who are ELL and although the language distributions vary from year to year, Spanish remains the home language of the overwhelming majority of students. To explain the increase in interest in bilingual approaches, particularly in Dual Language, we have reflected on what we have learned from families who have noted that there is a Dual Language program. As the DL model has grown, families report that they have become more interested in this model, and since this interest continues to increase, as evidenced in program choice, we also continue to offer it at the rate of one new class in one new grade level per year.

A grant is presently being written to create a TBE option for families who may also prefer this option. Some families in the past, whose children have gone into Special Needs classes from the beginning of the year, have also expressed interest in bilingual approaches, however there have not been enough students whose families have requested such options to be able to create a program with existing students. At this time, to respond to this need, a grant is being written to create a TBE Special Needs program.

Families in upper grades, particularly those whose children are newly arrived in the country, are almost consistently requesting the DL program, and occasionally the TBE program, although unfortunately, the school does not at this time have enough families who requested this program on enrollment to create a class, and the typical number of newcomer-new-immigrant students is from 5-8 students total in the three grades (3, 4, 5).

At this time the school is partially aligned with the program choices and as explained, efforts are underway to increase the level of

alignment through new bilingual program creation and expansion of the existing bilingual program types.

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])?

1.

- a. Three ESL Models are in place. One is a Self-Contained ESL Program. The other is Push-In/Pull Out. The third is a model in which an ESL teacher is also the classroom teacher and provides ESL services to her students in her own classroom. A DL bilingual model is in place for Kindergarten, Grade 1 and Grade 2, including some students with IEPs.

The Self-Contained ESL program consists of two teachers on two grades: Kindergarten, and Third Grade. All other students are served by the Push-In/Pull-Out ESL teachers, one full time (ESL Specialist) and one F-status teacher. The full-time, ESL Specialist provides ESL in Kindergarten, Grades 1, 2, 3, 4 and 5 students, including students with Special Needs. The F-status teacher provides ESL in grades 2-5. Both providers serve recently arrived newcomers in grades 3 and 5.

The Push-In model is used for a majority of ESL students, and for a large share of the time for their services. The full-time ESL Specialist provides ESL in Push-In exclusively, except in cases of individual students who must be picked up from their classes and included in the Push-In groups in other classes. The F-status teacher has a program in which two thirds of her services are Push-in and one third is Pull-Out. See attached teacher schedules.

- b. Students are placed heterogeneously in all programs.

In Dual Language, students are placed in a "one-world" program in which the classroom teacher provides instruction in each of the languages. ELL students and EP students range among Beginners-Advanced in English and an attempt to group EP/SSL students similarly is made. Given the effort to accept all those EP students whose families are interested in DL, to balance the languages, and sustain the program, as well as the fact that there is no assessment instrument as yet to support clearly identifying levels among SSL students, this aspect is not as well defined for DL.

In Self-Contained ESL, Kindergarten ELL students vary from non-speakers of English, to students just a point below the cut score on the LAB-R. The teacher differentiates instruction to provide for ESL according to the students' assessment data. In Self-Contained Third Grade ESL, the students' assessments also vary, from Newcomer to Newly Proficient and non-ELL. The majority of the children are ELL students. The teacher differentiates the ESL instruction to meet their needs and provides for non-ELL student instruction through differentiation as well.

In Push-In/Pull-Out or combination models, all the students, in the same grade, except in the case of one Newcomer group, which consists of 5 Grade 3 students, belong to heterogeneous groups. In most classes or groups K-1, most students are Beginners, in grade 2 they are more evenly distributed among the proficiency levels, in grades 3-5, few are Beginners or Intermediates, with the vast majority in the Advanced ELL category.

In Grade 4, there are over 50% of all Grade 4 students who are Advanced, but they participate in different program models, making the combinations not always equally reflective of this percentage in each group. Also students with Special Needs are served together, which often means their groups may contain more Beginners or Intermediates. Groups which most reflect the higher number of Advanced level students are Push-In/Pull-Out program students in Grade 5 groups.

In any group or classroom, ESL instruction is differentiated by the ESL service provider, and there is also content area differentiation done by the classroom teacher. Differentiation is decided according to ESL needs for students at Beginning, Intermediate and Advanced levels of English proficiency, and other information such as their literacy and special needs data.

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)?

2.

a) Teachers in all models are required to publish their schedules, and to adhere to supervisor mandates for programming. Within the program they are mandated to provide, they must demonstrate to supervisors how they account for the minutes required for ESL and ELA, as well as NLA, and to show evidence of the use of differentiation techniques to provide for the ESL needs (and ELA needs, in the case of Self-Contained classes) of the students for whom they are responsible. They must explain how they use the home language to support learning, and when this occurs. For students who are in ESL, and the use of the Native Language is provided up to 25% of the time, depending upon student needs, teacher ability and materials.

	Beginner	Intermediate	Advanced
ESL instruction for all ELLs	360 minutes per week	360 minutes per week	180 minutes of instruction per week
ELA instruction for all ELLs			180 minutes of instruction per week

In the Dual Language model, the teachers are proficient in both Spanish and English. Both ESL providers who are out-of-classroom providers (the full-time ESL Specialist and the F-status part time provider), and the Self-Contained, Grade 3 ESL teacher, are also proficient in Spanish and English. The ESL providers are bilingually certified. The full time ESL provider is certified in ESOL K-12 in addition to being bilingually certified. All three provide some form of support in the Spanish language, ranging from facilitation to students to use the home language for learning, to instruction in literacy and content areas, across programs, as per the language allocation for the particular program.

In K-2, Dual language, the classroom teacher provides 50% of the instruction in Spanish, and 50% of the instruction in English, in whole group formats, while teaching reading in the children's stronger language in small group instruction to establish initial literacy, so that the differentiation provides students with the best conditions to learn to read.

There is no formal time for native language use in ESL classes. Some also contain students representing multiple languages. The ESL staff is encouraged to nevertheless provide support in Spanish, orally and/or, in print (making students aware of cognates, similarities between languages). However, as is indicated by student data showing needs, which includes informal and formal assessment data, the teacher may use the native language for such purposes as oral language support for literacy or content areas, for comprehension of tasks or of literature, social and other communicative purposes, for cultural affirmation and for other reasons. Students who have acquired literacy in another language who are newly arrived may read and write in their native languages as long as materials can be made available.

There is one group presently receiving NLA even though their program is officially ESL Self-Contained. This is a service provided by the F-Status teacher to the recently arrived immigrants in the class. All of these students' families chose DL or TBE and rejected transfer, and because it has been determined that they need literacy support to raise their literacy abilities in the home language, they are being provided with a supplementary set of 3 periods a week in home language instruction.

For application of supplementary supports to ELLs for linguistically and culturally inclusive practices, to enrich ELLs' linguistic repertoire, school policy encourages a number of possible practices. For example, teachers may lead classes in singing songs, recitation of poems or of chants in languages other than English as represented by the children. Students in activities in which they must converse, may also use their home languages as needed or when indicated, to accomplish academic work. Teachers who use multiple languages in environmental signs in their rooms, may do so for communication in some cases, and in others, for cultural and linguistic affirmation. Students may learn to greet each other in their respective languages and to say things they think are important in the languages spoken by classmates.

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.

3.

Content areas at PS 54 consist of Literacy (ReadyGen), Math (Go Math), Social Studies, Science, Art, Dance and Physical Education. For all program models, Common core-aligned literacy, Math and Social Studies classes are all provided by Dual Language, Self-Contained ESL, General Education and Special Needs classroom teachers. Common core aligned Science is provided by both classroom teachers and by two science cluster teachers. Art is provided by a cluster teacher and many

classroom teachers incorporate art into their daily activities. Physical Education is provided by a cluster teacher, as is Dance.

To support students in meeting the Common Core State Standards (CCSS), the Push-In/Pull-Out ESL teacher may provide content area instruction in the case that this instruction may be occurring when the Push-In/Pull-Out teacher is scheduled to go to that class. The Push-In/Pull-Out teachers employ a Content Based ESL Approach to teaching ESL, using various methods for comprehensible input and techniques to support output, in Common Core State Standards-aligned units of study.

Newcomers in Grade 3 and 5 receive CCSS-aligned Math materials in Spanish, although all ELL students receive Math instruction in English, with small group support for application in Spanish, with or facilitated by the classroom teachers.

Bilingual classroom teachers teach content areas differently in terms of language allocation, depending on the model. In Dual Language, the students learn in CCSS-aligned units for all K classes, with lessons developing concepts and proceeding through the units without repetition or translation of content. At present, CCSS-aligned units are provided in English and Spanish. According to the unit of study, concepts and skills are built sequentially using the language of instruction as a vehicle to progress through the unit. Among second language approaches or methods teachers may use in any program are the Content Based Method, the Natural Language Approach, Total Physical Response, Language Experience Approach, and the Direct Method. Teaching methods may include Cooperative learning, project based ESL, thematic units, narrow reading. Some techniques which are encouraged are the use of modeled oral language, gap and barrier activities and student dialogue and academic conversational routines, and other speaking and listening routines, common in general education, such as turn-and-talk, but with explicit teacher support to help students speak and focus for listening and speaking.

Language and Content objectives are used in planning lessons, including ESL and SSL lessons. Language acquisition and learning strategies are used by all teachers of ELLs to facilitate learning, in all grades. As students reach grades 3-5, and are more metalinguistic and metacognitive they are supported to learn about strategies they may make choices to use of to acquire language or learn in the second language.

The use of multiple modalities for teaching language and content is encouraged and modeled to improve teaching through learning styles, particularly for, but not limited to, students who are ELLs with Special Needs. ESL teachers scaffold lessons orally and in written form to assist students at different L2 stages and levels. Classroom libraires are equipt with appropriate ESL literature and students who speak Spanish and also have the ability to read and write in Spanish can borrow books from the Spanish language libraries. Students in upper grades who arrive in the school with literacy in Spanish are supported to use L1 for writing, as a bridge for learning writing process as they acquire writing abilities in English. These choices depend on many factors, including student needs data showing where each student's greatest needs may be.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are evaluated at the classroom level, and in Push-In/Pull-Out groups, where applicable, 3 times a year in EDL and La Estrellita, providing a measure of reading abilities. Writing samples are collected and assessed as the teacher decides, several times a year, to use this data to inform instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
DRA is used for reading assessment, Writing samples are collected to be assessed with a second language rubric, and an analytic rubric for speaking and listening is used for assessing oral language.
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).

SIFE students are being provided with, in addition to their regular ESL program, an after-school program, designed for SIFE, and support in literacy, through Shared Reading, in the home language (Spanish), for three periods of the regular school day, per week and support using La Estrellita in Extended Day program.

At P.S. 54 we implement the following guidelines to address the language needs of our ELLs in all content areas:

	Beginner	Intermediate	Advanced
ESL instruction for all ELLs	360 minutes per week	360 minutes per week	180 minutes of instruction per week
ELA instruction for all ELLs			180 minutes of instruction per week

We use the above schedules because they support language development by giving students many opportunities throughout the day to participate in the content areas and outside of the content areas.

Our ELL students also participate in our 30 minutes of daily intervention support by the classroom and a push in teacher. During this time, these students are highly engaged in independent reading, conferencing one-on-one with the teacher and participating in targeted-small group instruction. We also provide students in grades 3-5 with an extended day intervention period of 50 minutes twice a week. During this period our ELLs get support from ESL experts who target listening, speaking, reading and writing.

Listening: it is planned throughout the content areas (S.S., Science, Math, Arts, NL, ESL) and follows the NYS common core standards, the NYS ESL learning standards and the NYS NL arts learning standards.

At P.S. 54 we will be using programs that serve as resources to enhance our students' English language development and listening comprehension such as the Award Reading program. This is a program that targets the five major domains of reading through the use of technology and print which accelerate reading ability. One of the main components of this program involves listening comprehension and developing good listening skills.

Teachers of ELLs also do read aloud to further enhance their students' listening skills by listening to them explain, make connections and discuss their thinking and ideas. During the read aloud teachers assess comprehension by asking higher order and critical thinking questions about the reading and by asking students to summarize their understanding of the story/passage they had just listened to in their own words.

Speaking: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

During content area instruction, in both the ESL and the Dual Language Programs, teachers plan strategically and use different techniques that include involving students in discussions, interactive talk/team talk/group talk (ReadyGen), thinking-pairing-sharing (TPS) to engage all students in accountable talk, where all students are involved in class discussion and in discussions with their classmates. During the students' independent reading time, teachers confer with students and give them opportunities to communicate their understanding verbally. This discussion between the teacher and the student allows the student to practice speaking for understanding.

Through shared reading students have the opportunity to verbally share their opinions in the language of instruction, ideas and interpretations of the reading. Through shared reading the teachers also model fluency, vocabulary development, expressive speaking, and engage the students in discussions that are cooperative and strategic with a focus on the oral/spoken language.

Reading: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

Libraries in English and in the native language are a main component in the Dual Language classes and are differentiated according to levels, genre, interest and are coded to make sure that all students have access to books that they will feel comfortable reading and at the same time challenging and interesting.

Through guided reading children are grouped based on assessments of their reading needs and the guided lessons are focused and include the strategies to be practiced based on the needs of the students. Through shared reading the teacher also models vocabulary development and engages his/her students in discussions that target reading comprehension.

Interactive read aloud allows students and teachers to be engaged in making connections and enhancing reading comprehension through meaningful discussions of the reading and the focus and purpose for the reading.

The texts used in our ESL and DL programs are thought-provoking. These texts connect to the world and experiences of young children and to the content of the curriculum. They guide children along a leveled continuum of reading success and ensure that they develop the necessary grade-level fluency, comprehension, and technology skills.

Skills—There is comprehensive skills development, practice, and application in each teaching plan. Children develop reading

skills in the five key areas recognized for success in learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

ESTRELLITA:

We use ESTRELLITA in grades K-2 in DL classes with students who are not reading in their native language (Spanish) and those who are learning a second language (Spanish in our DL classes).

Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. Estrellita is especially effective for small group instruction which will help to get students back on track in Spanish literacy and their transition to English. Estrellita utilizes a proven, systematic, accelerated approach to teaching syllables and meets the needs of ELLs no matter the performance level. It also jumpstart into reading for recent arrivals with no formal schooling.

- Accelerated, beginning Spanish Reading
- Supplemental to our core bilingual education program
- Multisensory instruction in phonemic awareness, phonics, and fluency
- Sequential, cumulative, structured, systematic, and differentiated direct instruction
- Continuous diagnostic assessment that informs instruction

Writing: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

Teachers of ELLs do the following to differentiate our students' writing needs and to enhance their writing skills:

Modeled writing occurs in all content areas and in various genres to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing process. The teacher also models how to write in the different content areas within the writing workshop.

Shared writing is also based on assessments and students' needs where the teacher and the students discuss, give opinions, and construct the text together. During the shared reading discussion is encouraged and practiced between the students with other students and the teacher as the text is being written and as the teacher is explaining the process of writing. Shared writing allows students to practice their new writing skills during their independent writing.

Guided writing is based on the students' needs. Here the students are grouped according to their writing needs in small groups where the teacher explains the purpose for the writing and models what s/he wants his/her students to learn. Students are given the opportunity to discuss and practice the new learning. Students are also given the opportunity to articulate their learning as the lesson is being explained.

Math is taught in both the NL and the second language as per the proficiency of our students. Students also receive support through ESL strategies/methodologies:

Our school is following NYS mathematics standards and Common Core Learning Standards to drive instruction (ReadyGen and Go Math).

Social Studies: We follow the NYS Common Core Standards for social studies and differentiate instruction based on language needs. We also follow the NYS NL arts standards, and NYS ESL learning standards to support our ELLs. We also use the NYC K-8 Social Studies Scope and Sequence.

Science: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

We also use the K-8 science scope and sequence and use NL as well as ESL methodologies to support our ELLs.

LEP students held over in grade:

To ensure that our ELLs are assessed and evaluated accordingly and in their native language we use formative and summative assessments such as Teacher-made assessments as per standards and content area, ELE, LAB-R, SP-Lab, , translators are used during assessment for students who speak other languages than English and Spanish.

Students who have been held over in a grade receive AS (Academic Support) from specialized personnel who differentiate instruction that targets the students' specific needs as per formative, summative, periodic and standardized assessments.

Also, students in grades K-5 who are repeating a grade participate in our intervention period where they are grouped and taught according to their needs. This intervention period is 30 minutes long and is provided 5 days a week. During this intervention period students receive one-to-one guided instruction through individual conference and small-targeted group instruction. These students also receive support from our Academic Support Team, Academic Intervention Team, Instructional

Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors. They also receive "at risk" intervention from our Special Education Teacher Support Services (SETSS) and other special education licensed teachers who provide academic support as needed. In addition to this help, these students receive native language support as needed and ESL instruction as per their mandated time throughout the day.

ELL students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education

These students receive support from our Academic Support Team, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors.

LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation:

Prior to making a referral, students are identified by their teachers and recommended to our IST (Instructional Support Team) and the SIT (Student Intervention Team) who provide interventions and make recommendations as they meet with the parents, the teachers and other intervention and related services personnel.

ELL students with interrupted, little or no formal schooling in their first language.

At P. S. 54 we are differentiating instruction for English Language Learners and SIFE. These programs are Intervention by Design By Rigby. Another program that we use is Estrellita which emphasis is on phonemic awareness in Spanish - it is multisensory instruction in phonemic awareness, phonics, and fluency. It is sequential, cumulative, structured, systematic, and differentiated direct instruction. It is a continuous diagnostic assessment that informs instruction To enhance the language acquisition for all ELLs and to enhance understanding and comprehension. SIFE students receive daily specific and differentiate guided and one-on-one instruction for 30 minutes during our intervention period. During this 30 minutes students are either involved in independent reading using the 100 Book Challenge in their native or second language, are involved in individual conferences with the teacher or are working in very small (no more than 3 students) strategy groups with the teacher. SIFE students also receive daily academic support from our bilingual technology teacher and from our literacy teacher.

During the readers and the writers' workshop (90 minutes) these students also receive guided instruction following the workshop model. During this time students are involved in highly organized activities that target the standards for ELA and ESL.

The lessons for these students are differentiated according to their very specific learning needs throughout the day and in all content areas (math, science, social studies, etc.).

Long Term ELLs

Students with interrupted formal education and who have been identified as long-term ELLs are provided with extra programs such as after school programs, intervention and differentiated instruction, differentiated language learning instruction and extra small group and individual/academic support. The programs for these students are tailored to their specific language learning needs and life needs. These programs are designed to strengthen their listening, speaking, writing and reading skills. These programs are taught by licensed bilingual and ESL teachers.

Plan for Alternative Placement in Special Education

- Give students enough time and effective support to develop socially and linguistically.

- Carefully analyze students’ profile and evaluation (if necessary) to determine that lack of proper progress is the result of any disability and not lack of language development
- Have meeting (school team) to determine the student’s level of proficiency (bilingual teacher, ESL teacher, Sp. Ed. Teacher, parent coordinator, School Support Team)
- Notify parents and show them a concrete work plan for the student to receive the best support in the Sp. Ed. Class (with ESL or Bilingual services)
- Follow IEP recommendations as needed

Transition Plan for Students Reaching Proficiency

- Notify the parent of the success and give supporting documents.
- Notify the classroom teacher and give supporting documents.
- Give extra support (two years) through ESL services to ensure that the transitional period is a smooth and encouraging one.
- Ensure a socially comfortable environment for them (especially those who move from bilingual classes into monolingual ones)
- Provide with accommodations/support after acquiring proficiency level on the NYSESLAT: Accommodations will be provided as mandated for the first two years after proficiency has been acquired (i.e. extended time as per regulation).

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Instructional strategies include more frequent and flexible use of TPR, role play, visual and graphic materials, usually to address a need for support in literacy development. In many cases attention to oracy is needed as well. Depending on the student, oracy may be given more attention using speech models to assist in comprehending how to say something, and restatement, to clarify utterances students produced. Support for student repetition of modeled utterances and attention to speech needs (pronunciation, identifying needed sounds for writing, addressing confusions between letters and sounds, etc), mostly through scaffolding, modeling and focused listening routines.

Grade level materials for ELL-SWDs: Students are supplied with materials and grade level books in all of the content areas (e.g. S.S., Science, Math, Literature, etc.). We are also placing a lot of emphasis on academic language development and planning for instruction.

All of our instruction in all content areas are highly conceptual, linguistically appropriate, and intellectually and analytically demanding. We strive to develop cognition, higher order thinking skills and use the depth of knowledge to plan questions and to develop academic language. Our instruction is highly contextualized and our activities and differentiated approach to support all ELLs regardless of their academic level and language acquisition, are carefully planned, evaluated and analyzed to enhance and enrich our students' comprehension and understanding of content.

We teach all content areas with cognitive academic language in mind because we understand that this is the language that students need in order to participate in classroom discourse and to be able to read and comprehend grade level texts, write academic essays and understand math language.

ELLs who score proficient in the NYSESLAT will continue to receive academic support from our certified teachers of ELLs.

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?

English Language Learners who are receiving special education services and who are in either bilingual, ESL or dual language programs are grouped and taught in all content areas according to guidelines, learning needs, and NYSESLAT/LAB-R scores, IEPs. At P.S. 54 our ELLs with disabilities are provided with ESL services or DL and if the parents prefer a dual language program. Students who are receiving ESL instruction are grouped for instruction according to their scores on the NYSESLAT in the four different components and receive instruction in English in the content areas using ESL methodologies for the specific amount of time as determined by their NYSESLAT scores. In all of programs students are taught standards-based subject matter instruction in the students’ native language with support with ESL methodology and as per the mandated time. There are two highly experienced ESL teachers providing push in ESL as per mandated guidelines. During this time, the ESL teacher works with the ELL students in content instruction in collaboration with the regular/special education classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time.

At P.S. 54 we implement the following guidelines to address the language needs of our ELLs in all content areas:

	Beginner	Intermediate	Advanced
ESL instruction for all ELLs	360 minutes per week	360 minutes per week	180 minutes of instruction per week

ELLs with IEPs also participate in our 30 minutes of daily intervention support by the classroom and a push in teacher. During this time, these students are highly engaged in independent reading, conferencing one-on-one with the teacher and participating in targeted-small group instruction. These students also receive instruction as per their language and academic needs during our extended time (50 minutes twice a week).

Listening: it is planned throughout the content areas (S.S., Science, Math, Arts, NL, ESL) and follows the NYS common core standards, the NYS ESL learning standards and the NYS NL arts learning standards.

Teachers of ELLs also do read aloud to further enhance their students' listening skills by listening to them explain, make connections and discuss their thinking and ideas. During the read aloud teachers assess comprehension by asking higher order and critical thinking questions about the reading and by asking students to summarize their understanding of the story/passage they had just listened to in their own words.

Speaking: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

During content area instruction, teachers plan strategically and use different techniques that include involving students in discussion, interactive talk, thinking-pairing-sharing (TPS) to engage all students in accountable talk, where all students are involved in class discussion and in discussions with their classmates. During the students' independent reading time, teachers confer with students and give them opportunities to communicate their understanding verbally. This discussion between the teacher and the student allows the student to practice speaking for understanding.

Through shared reading students have the opportunity to verbally share their opinions in the language of instruction, ideas and interpretations of the reading. Through shared reading the teachers also model fluency, vocabulary development, expressive speaking, and engage the students in discussions that are cooperative and strategic with a focus on the oral/spoken language.

Reading: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

Libraries in multiple languages are a main component in the DL/ESL classes and are differentiated according to levels, genre, interest and are coded to make sure that all students have access to books that they will feel comfortable reading and at the same time challenging and interesting.

Interactive read aloud allows students and teachers to be engaged in making connections and enhancing reading comprehension through meaningful discussions of the reading and the focus and purpose for the reading.

ESTRELLITA:

We use ESTRELLITA in grades K-2 in bilingual classes with students who are not reading in their native language (Spanish). Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. Estrellita is especially effective for small group instruction which will help to get students back on track in Spanish literacy and their transition to English. Estrellita utilizes a proven, systematic, accelerated approach to teaching syllables and meets the needs of ELLs no matter the performance level. It also jumpstart into reading for recent arrivals with no formal schooling.

- Accelerated, beginning Spanish Reading
- Supplemental to our core bilingual education program
- Multisensory instruction in phonemic awareness, phonics, and fluency
- Sequential, cumulative, structured, systematic, and differentiated direct instruction
- Continuous diagnostic assessment that informs instruction

Writing: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

We paced and our ReadyGen program to differentiate instruction in writing and reading and the NYSESLAT and Beyond to enhance our students writing skills in the different genres. We are also using Thinking Maps* to enhance our ELLs comprehension and critical thinking abilities which then can be transferred to their writing.

Teachers of ELLs do the following to differentiate our students' writing needs and to enhance their writing skills:

Modeled writing occurs in all content areas and in various genres to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing process. The teacher also models how to write in the different content areas within the writing workshop.

Shared writing is also based on assessments and students' needs where the teacher and the students discuss, give opinions, and construct the text together. During the shared reading discussion is encouraged and practiced between the students with other students and the teacher as the text is being written and as the teacher is explaining the process of writing. Shared writing allows students to practice their new writing skills during their independent writing.

Guided writing is based on the students' needs. Here the students are grouped according to their writing needs in small groups where the teacher explains the purpose for the writing and models what s/he wants his/her students to learn. Students are given the opportunity to discuss and practice the new learning. Students are also given the opportunity to articulate their learning as the lesson is being explained.

Math is taught in both the NL and the second language as per the proficiency of our students. Students also receive support through ESL strategies/methodologies:

Our school is following NYS mathematics standards and Common Core Learning Standards to drive instruction. We are using the following materials to support standard based instruction: Everyday Math which is a scaffolded program based on the standards. In addition we use Math Steps for additional support and student practice, TERC mathematics lessons and New York State Coach and Acuity for test sophistication.

Teachers are planning their math lessons based upon data from diagnostic assessments that address the standards.

Social Studies: We follow the NYS Common Core Standards for social studies and differentiate instruction based on language needs. We also follow the NYS NL arts standards, and NYS ESL learning standards to support our ELLs. We also use the NYC K-8 Social Studies Scope and Sequence.

Science: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

We also use the K-8 science scope and sequence and use NL as well as ESL methodologies to support our ELLs.

LEP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education

These students receive support from our Academic Support Team, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors.

ELL students who have been referred to the Committee on Special Education for a multidisciplinary evaluation:

Prior to making a referral, students are identified by their teachers and recommended to our IST (Instructional Support Team) and the SIT (Student Intervention Team) who provide interventions and make recommendations as they meet with the parents, the teachers and other intervention and related services personnel.

During the literacy period these students also receive guided instruction following the workshop model. During this time students are involved in highly organized activities that target the standards for ELA and ESL.

The lessons for these students are differentiated according to their very specific learning needs throughout the day and in all content areas (math, science, social studies, etc.).

Plan for Alternative Placement in Special Education

- Give students enough time and effective support to develop socially and linguistically.
- Carefully analyze students’ profile and evaluation (if necessary) to determine that lack of proper progress is the result of any disability and not lack of language development
- Have meeting (school team) to determine the student’s level of proficiency (bilingual teacher, ESL teacher, Sp. Ed. Teacher, parent coordinator, School Support Team)
- Notify parents and show them a concrete work plan for the student to receive the best support in the Sp. Ed. Class (with ESL or Bilingual services)
- Follow IEP recommendations as needed

Transition Plan for Students Reaching Proficiency

- Notify the parent of the success and give supporting documents.
- Notify the classroom teacher and give supporting documents.
- Give extra support (two years) through ESL services to ensure that the transitional period is a smooth and encouraging one.
- Ensure a socially comfortable environment for them (especially those who move from bilingual classes into monolingual ones)
- Provide with accommodations/support after acquiring proficiency level on the NYSESLAT

Grade level materials for ELL-SWDs: Students are supplied with materials and grade level books in all of the content areas in both English and Spanish and materials translated in other languages as necessary (e.g. S.S., Science, Math, Literature, etc.).

We are also placing a lot of emphasis on academic language development and planning for instruction.

All of our instruction in all content areas is highly conceptual, linguistically appropriate, and intellectually and analytically demanding. We strive to develop cognition, higher order thinking skills and use the depth of knowledge to plan questions and to develop academic language. Our instruction is highly contextualized and our activities and differentiated approach to support all ELLs regardless of their academic level and language acquisition are carefully planned, evaluated and analyzed to enhance and enrich our students' comprehension and understanding of content.

We teach all content areas with cognitive academic language in mind because we understand that this is the language that students need in order to participate in classroom discourse and to be able to read and comprehend grade level texts, write academic essays and understand math language.

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:			

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

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

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

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

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

Native Language Usage and Supports

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



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.

Our targeted subgroups are SWDs-ELLs, SIFE, HO, long-term ELLs, "at-risk."

Students who have been held over in a grade receive AS (Academic Support) from specialized personnel who differentiate instruction that targets the students' specific needs as per formative, summative, periodic and standardized assessments. These students also participate in our intervention period where they are grouped and taught according to their needs. This intervention period is 30 minutes long and it's provided 5 days a week. During this intervention period students receive one-to-one guided instruction through individual conferences and small-targeted group instruction.

They also receive "at risk" intervention from our Special Education Teacher Support Services (SETSS) and other special education licensed teachers who provide academic support as needed. In addition to this help, these students receive native language support as needed and ESL instruction as per their mandated time throughout the day.

ELL students with interrupted, little or no formal schooling in their first language.

The lessons for these students are differentiated according to their very specific learning needs throughout the day and in all content areas (math, science, social studies, etc.).

Long Term ELLs

Students with interrupted formal education and who have been identified as long-term ELLs are provided with extra programs such as after school programs, intervention and differentiated instruction, differentiated language learning instruction and extra small group and individual/academic support. The programs for these students are tailored to their specific language learning needs and life needs. These programs are designed to strengthen their listening, speaking, writing and reading skills. These programs are taught by licensed bilingual and ESL teachers. .

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 order for English Language Learners attending P.S. 54 to meet the high standards set for all students and to equally participate in literacy, mathematics and other content areas, we provide each of our ELLs with coherent programs that are delivered throughout the day. Our instruction is rigorous and it targets academic language, cognitive development and academic and life skills. With this in mind, we provide our ELLs with - Push-in Model/Freestanding ESL and DL.

Our Push-in/Freestanding ESL Program:

Our Push-in/Freestanding ESL Programs provide instruction in English with native language support with an emphasis in English language acquisition. The ESL teachers work with ELLs during content area instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The teachers in this program use ESL methodologies and native language support as per the student's New York State English as a Second Language Achievement Test (NYSESLAT) scores. The English as a Second Language push-in/freestanding program staff consists of two fully-licensed ESL teachers (Ms. Luther and Ms. Revilla) who service students from grades K-5. Students in the push-in/freestanding ESL receive instruction depending on their proficiency level. As per their NYSESLAT score, students in the Beginning (B) and Intermediate (I) levels receive 360 minutes of ESL instruction per week. Students who are in the Advanced (A) level receive 180 minutes of ESL instruction per week. The needs of our students are determined by their performance on the NYSESLAT and for the newly enrolled students by the Home Language Interview Survey (HLIS) and the Language Assessment Battery-Revised (LAB-R).

Description of our Push-in ESL program:

Push-in ESL- Three Models

You might see the ESL teacher and the classroom teacher involved in any one of these models:

1. Team-Teaching

In the team-teach model, the ESL teacher and the classroom teacher take turns delivering lessons with the ESL teacher focusing on providing scaffolding and addressing more basic skills. The ESL teacher also provides ideas and materials for differentiating and

scaffolding classroom teacher written lessons. In this model, the ESL teacher makes the content area material accessible to all learners. This is an extremely effective push-in model.

2. Small-Group Instruction

Within this model, the ESL teacher pulls a small group during the independent work time to reinforce or re-teach a skill. This is also a time to teach more basic language skills or grammar points. The best Big Goal for this model is objective mastery and reading level. The small group lesson aligns to the classroom teacher's lesson if possible, but can also be aligned to a year-long plan that the ESL teacher may create based on ESL and ELA objectives and standards.

3. One-on-One Instruction

Another way that the ESL teacher services his/her students is by sitting with the students one-on-one to assess reading and writing skills during independent reading time or independent work time. The skills the ESL teacher addresses during the one-on-one sessions are aligned to the classroom teacher's curriculum based on ESL and ELA objectives and standards.

Pull-Out/Freestanding ESL

We use the ESL Pull-out program to serve students according to their level on the NYSESLAT, its four components and grade level. The pull-out/freestanding model allows ESL students to sit most of the day in general education classrooms and participate in differentiated instruction as per their needs.

ESL students are taken out of their classes as per their mandated time as determined by their scores on the four components of the NYSESLAT (90 minutes, 180 minutes, 360 minutes) to receive ESL instruction in smaller class sizes with students of similar proficiency levels. The ESL teacher aligns his or her teaching to the ELA/ESL standards so the students are receiving scaffold instruction that will enable them to perform successfully in the general education classroom. ESL teachers also incorporate intensive vocabulary and grammar instruction to enable them access to academic content.

The ESL teacher works closely with classroom teachers to ensure that the students are being taught according to the common core standards and that important content is not missed.

Dual Language Program

The dual language program is a 50/50 model.

At P.S. 54 we are using Two-way (bilingual) immersion program TWI). In this program we have a balance of native English speakers and native speakers of the partner language (Spanish).

Class Configuration Components of our Dual Language Program in grades K-2:

- Balanced Population - 1/2 "native" English speakers & 1/2 "native" Spanish speakers.
- We follow a 50/50 program where we teach 50% of the day in English and 50% of the day in the partner language at all grade levels.
- Balanced Instruction - Language, Literacy, and content area instruction is provided in both languages to all students.

What happens in a Dual Language Program?

Dual language programs vary in the kinds of instruction they provide, but generally implement many of the following features:

- language arts instruction in both program languages
- instruction on literacy skills like phonics and fluency along with opportunities to read literature in both languages
- ability grouping for targeted purposes, with frequent reassessment based on strengths and weaknesses on different skills
- separation of languages, where the teacher will only speak one language at a time without translating, while allowing students to use native language resources such as peers and bilingual dictionaries
- ample time for student interaction (such as through the use of cooperative learning), allowing students to practice their new language skills with their peers

Dual language teachers also incorporate practices that should be in place in any classroom that includes linguistically diverse students:

- Teaching content so that it interests and challenges bilingual students
- Communicating high expectations, respect, and interest in each of their students
- Understanding the roles of language, race, culture, and gender in schooling
- Engaging parents and community in the education of their children
- Becoming knowledgeable about and developing strategies to educate bilingual students and to communicate with their families

Lesson planning, dual language teachers should focus on creating lessons that:

- are learner centered
- have meaning and purpose for students and connection to their present lives
- engage groups of students in social interaction
- develop both oral and written language

The Benefits

- Educational: Students are capable of achieving high levels of proficiency in a second language without detrimental effects to their primary language development.
- Cognitive: Bilingual students perform better on tasks that call for divergent thinking, pattern recognition, and problem solving. Bilingual students also have advanced levels of linguistic awareness. They use strategies to figure out the relationships between what is happening and what is being said. Since most social interactions are by choice, the motivation to understand is so strong it encourages student learning.
- Socio-Cultural: By interacting with peers who are fluent in the target language, students are exposed to appropriate social conventions of language. Proficiency in two languages also permits individuals to expand their world.
- Economic: Bilingual students have enhanced employment opportunities.

The needs of all of our students are determined by how they perform on the NYSESLAT, DRA 2 and for the newly enrolled students by the HLIS and the LAB-R/Sp Lab.

One of the many goals of the ESL and dual language programs at P.S. 54 is to provide all English Language Learners with the opportunity to develop their academic language in all content areas through listening, speaking, reading and writing skills and this will help them to become life-long learners and to function in both English and their native language.

ELL students with disabilities whose IEP recommends ESL or bilingual instruction

English Language Learners who are receiving special education services and who are in either an ESL or a dual language program are grouped and taught in all content areas according to guidelines, learning needs, and NYSESLAT/LAB-R scores. At P.S. 54 our ELLs with disabilities are provided with ESL services or dual language Education and if the parents prefer a TBE program, we facilitate those services as well. Students who are receiving ESL instruction are grouped for instruction according to their scores on the NYSESLAT in the four different components and receive instruction in English in the content areas using ESL methodologies for the specific amount of time as determined by their NYSESLAT scores.

Our ELL students also participate in our 50 minutes extended time period twice a week and 30 minutes of daily intervention support by the classroom and a push in teacher. During this time, these students are highly engaged in independent reading, conferencing one-on-one with the teacher and participating in targeted-small group instruction.

Listening: it is planned throughout the content areas (S.S., Science, Math, Arts, NL, ESL) and follows the NYS common core standards, the NYS ESL learning standards and the NYS NL arts learning standards.

Speaking: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

During content area instruction, in both the ESL and the Transitional Bilingual Programs, teachers plan strategically and use different techniques that include involving students in discussion, interactive talk, thinking-pairing-sharing (TPS) to engage all students in accountable talk, where all students are involved in class discussion and in discussions with their classmates. Students are also using the 100 Book Challenge independent reading program during the assigned independent reading time in both their native language and in English. During the students' independent reading time, teachers confer with students and give them opportunities to communicate their understanding verbally. This discussion between the teacher and the student allows the student to practice speaking for understanding.

Through shared reading students have the opportunity to verbally share their opinions in the language of instruction, ideas and interpretations of the reading. Through shared reading the teachers also model fluency, vocabulary development, expressive speaking, and engage the students in discussions that are cooperative and strategic with a focus on the oral/spoken language.

Reading: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

Interactive read aloud allows students and teachers to be engaged in making connections and enhancing reading comprehension through meaningful discussions of the reading and the focus and purpose for the reading.

The text we use in all of our programs and a combination of fiction/nonfiction —the texts are thought-provoking. These texts connect to the world and experiences of young children and to the content of the curriculum. They guide children along a leveled continuum of reading success and ensure that they develop the necessary grade-level fluency, comprehension, and technology skills.

Skills—there is comprehensive skills development, practice, and application in each teaching plan. Children develop reading skills in the five key areas recognized for success in learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

ESTRELLITA:

We use ESTRELLITA in grades K-2 in dual language classes with students who are not reading in their native language (Spanish) or the second language (Spanish) for English proficient students.

Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. Estrellita is especially effective for small group instruction which will help to get students back on track in Spanish literacy and their transition to English. Estrellita utilizes a proven, systematic, accelerated approach to teaching syllables and meets the needs of ELLs no matter the performance level. It also jumpstart into reading for recent arrivals with no formal schooling.

- Accelerated, beginning Spanish Reading
- Supplemental to our core bilingual education program
- Multisensory instruction in phonemic awareness, phonics, and fluency
- Sequential, cumulative, structured, systematic, and differentiated direct instruction
- Continuous diagnostic assessment that informs instruction

Writing: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

Teachers of ELLs do the following to differentiate our students' writing needs and to enhance their writing skills:

Modeled writing occurs in all content areas and in various genres to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing process. The teacher also models how to write in the different content areas within the writing workshop.

Shared writing is also based on assessments and students' needs where the teacher and the students discuss, give opinions, and construct the text together. During the shared reading discussion is encouraged and practiced between the students with other students and the teacher as the text is being written and as the teacher is explaining the process of writing. Shared writing allows students to practice their new writing skills during their independent writing.

Guided writing is based on the students' needs. Here the students are grouped according to their writing needs in small groups where the teacher explains the purpose for the writing and models what s/he wants his/her students to learn. Students are given the opportunity to discuss and practice the new learning. Students are also given the opportunity to articulate their learning as the lesson is being explained.

In math, students receive support through ESL strategies/methodologies:

Our school is following NYS mathematics standards and Common Core Learning Standards to drive instruction.

Teachers are planning their math lessons based upon data from diagnostic assessments that address the standards.

Social Studies is embedded in ELA: We follow the NYS Common Core Standards for social studies and differentiate instruction based on language needs. We also follow the NYS NL arts standards, and NYS ESL learning standards to support our ELLs

Science: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

We also use the K-8 science scope and sequence and use ESL methodologies to support our ELLs..

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

For the upcoming school year we are planning to open a TBE class in the lower grade to address the needs of our early grade students who are SWDs.

We will continue to improve our DL program.

We will continue to improve our ESL programs.

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

An effort is underway to eliminate Pull-Out instruction, and to convert Self-Contained ESL programs into DL and TBE programs, over time, as these can be phased out. Push-In ESL is deemed the best choice because it provides instruction in the context of the classroom, and bilingual models for classroom instruction are preferred as more supportive, due to the use of the home language, and more linguistically diverse.

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

In addition to the mandated services that our students receive in both the second language and the native language, we have set in place other intervention programs. We are providing our students with differentiated, individual and small-group tutoring within the classroom as push in when the content areas are being taught (e.g. Literature during the readers and the writers' workshops, Science, S.S., Math). Groups are separated or differentiated according to their academic/language levels in the content area, academic level and language acquisition/dominance levels. The programs provided to ELLs are specifically designed for the ELL population and target four major components: reading, writing, speaking and listening. The students in these programs are grouped according to their performance on the NYSESLAT and as per formative and summative assessments on reading, writing, listening and speaking in all content areas and the lessons are developed rigorously by highly qualified and fully certified teachers. All of our programs include special education students, long term ELLs and SIFE.

Looking forward, we will continue to make sure that all our ELLs receive the services that they need both mandated and non-mandated and that they have equal access to our school's resources, including technology and performing arts.

All of our ELLs (DL, ESL, SWDs,), as well as students in regular education, are given opportunities to participate in all school programs regardless of language. After school programs include Targeted ESL classes 3 times a week for 3 hours = 9 hours per week. Small group math AIS before and after school.

These students also receive support from our Academic Support teachers, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors. They also receive "at risk" intervention from our Special Education Teacher Support Services (SETSS). All of our instructional programs are research-based and are provided by professionals who are knowledgeable about the learning needs of ELLs and how to address those needs.

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 ELLs have access to classroom libraries and grade level curriculum materials, just as non-ELLs do. Specialized ESL materials are available and teachers may access these as needed. Materials, mostly for literacy development in ESL include Rigby Guided Reading for ELLs, Into English, and NYSESLAT and Beyond. All ELLs have access to all technology in the building. This technology includes laptop computers, Smart Boards, and iPads.

At P.S. 54 we ensure equity in technology and instructional resources by providing equal access to computers, instructional technology, and other materials, such as books, text books in the content areas, that support native language and English language literacy development. All of our ELLs have access to our technology. Other technology/instructional supports our ELLs have access to and which are incorporated in their instruction in both the NL and ESL include: Smartboards, imacs, interactive whiteboards; laptop units are available in every classroom, IPADS are also being used in the instruction of ELLs and to support the instruction of content areas and the curriculum. ELLs also have access to eno boards, digital cameras, LCD, IPODS, and safari montage.

Native language support is delivered in ESL and TBE in all content areas through dictionaries, materials in NL, books, text-books, spoken, translations, technology(mentioned above). We also use the recommended language schedule for TBE from OELL. Resources

In order to better service our ELL students in DL, Special education, ESL, we have purchased resources to be used in all of the content areas and during the regular school day (e.g. leveled bilingual libraries)

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

in our ESL program we do the following:

	Beginner	Intermediate	Advanced
ESL instruction for all ELLs	360 minutes per week	360 minutes per week	180 minutes of instruction per week
ELA instruction for all ELLs			180 minutes of instruction per week

We follow the 50/50 model in our DL classes and differentiate instruction according to the proficiency level of each child.

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

All services are provided by teachers certified for the grades, materials are matched to the grades and academic/language needs of the students, including in any class where students are multiple grades/age ranges.

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.

Plan for Newcomers:

- We make sure that teachers (Bilingual, ESL and Monolingual Teachers) are well trained and experienced with ESL strategies and methodology and knowledgeable about second language acquisition. To ensure this, we have developed an ELL handbook which has been distributed to all teachers at P.S. 85. This handbook was distributed and explained during an ELL workshop at the beginning of the year. There have also been follow-up workshops.
- Identify the family literacy level and make family members (siblings also) aware of how the system works and where the resources are to get help (school library, public library, Dial-A-Teacher in Spanish, parent coordinator, during school community meetings and assemblies, PTA meetings).
- Use the first language score (where available) to differentiate our teaching.
- Interview parents when they register the child: ask specific questions about the education system in the native country and how did the child do (if he went to school there). Parents are also invited to one-on-one meeting with the assistant principal when students are being registered or attending school for the first time.
- Administration of the Home Language Survey.
- Analyze student profiles.
- Differentiated instruction and effective teaching strategies for ELLs.
- Collaboration and planning between ESL and content area teachers.
- Clear understanding of the students' linguistic and cultural backgrounds.
- Clear understanding of the student background knowledge and frame of reference and life experience.

18. What language electives are offered to ELLs?

Spanish is a third language option in DL for any incoming, multilingual ELL student.

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)?

a.) The model is 50%/50% language allocation for each grade. b) ELLs/EPs are integrated throughout the day, c) instruction is separated by content, time, and curriculum, d) the model is self-contained (one-world, one teacher), e) sequential literacy is taught.

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.

Staff Development (2013-2014 activities)

To ensure that the education provided to ELLs at P.S. 54 is of high standards and quality, the personnel of this school values ELLs, understands their linguistic, academic, cultural and life needs and prioritizes the social-emotional needs of these students. We ground our practice and teaching in research-based best practices that help us to enrich the lives of these students. We are always seeking ways to fully integrate the experiences of these students into the curriculum as we differentiate their instruction.

To strengthen and improve our bilingual, ESL and non-bilingual teachers in the delivery of effective instruction for our ELL students, the principal, Dr. Ferreira, our ESL coordinator, and our ESL/Dual Language teachers (Ms. Luther, Ms. Costa, Ms. Pena, Ms. Martinez) in conjunction with our ELL representative and with the help from CFN 109 and the OELL, offer professional development that go beyond the 7.5 hours of training for teachers of ELLs and offer monthly common planning time. Our teachers are observed formally and informally to ensure quality and rigorous instruction designed for our ELL students and to ensure that they are planning using the common core standards, ESL and NLA standards. Through formal and informal observations, our teachers receive feedback that would help them to make their lessons more differentiated, meaningful, engaging and relevant to the needs of ELLs.

Our programs and workshops are designed to provide all teachers of ELLs with strategies for teaching students who are ELLs in regular classes, DL and self-contained ESL classes, who are in special education and who are SIFE or long term ELLs. As per our Special education students, we provide instruction as per their IEP as well and the common core standards.

We hold regular meetings to discuss assessments, students' work, bilingual/ESL issues and to share new information about mandates, compliance; look at the different subgroups, the results of the LAB-R and Spanish Lab, the NYSESLAT, ELE, ELA and other summative and formative assessments. These workshop are offered every other Thursdays from 3:10-4:30 and facilitated by Dr. Ferreira.

An ELL handbook is being created this year for all staff and the teachers of our English Language Learners. This handbook will contain information and resources that teachers can adapt for the instruction of ELLs in their classrooms.

*****Our teachers of ELLs also participate in workshops offered by the Office of English Language Learners (OELL) and our network. These workshops involve training in Estrellitas (10/29 and 10/30/2013) Training with Dr. Kinsella (11/5/2013) LAP training for ESL coordinator(ESL teachers).

Our guidance counselor has participated in workshops dealing with articulation from elementary school to middle school. these workshops include the application process, setting up meetings with the parents of the students in fifth grade to help them understand the process for selecting, enrolling and succeeding in middle school. The guidance counselor also helps distribute the directories and works closely with students and parents to ensure a smooth and successful transition from elementary to middle school.

We also have study groups for the understanding of English Language Learners and SWDs and best practices, as well as Professional Learning Communities for ELLs' mandated services.

*****Our professional development workshops include training sessions in understanding the standards for ELLs in ELA, NLA, and ESL and how to teach and differentiate instruction using those standards. We also train our teachers in providing our students with intensive English language instruction and how to teach English language arts to ELLs at all levels of English comprehension.

Our professional development workshops target all staffs at P.S. 54 ranging from paraprofessionals/educational assistants to social services/counselors social workers to classroom teachers and administrators. These workshops include teaching/training our teachers/staff with strategies that would help the ELLs in their class and the ELLs they serve or that are assigned to them. These strategies include: Higher level thinking skills and study strategies for listening/speaking/reading/writing. Organizational and time management skills are also included in these workshops, as well as, strategies for information gathering and for increasing comprehension of printed materials. We also train our staff in how to use formal and informal assessments to differentiate instruction: observation, portfolios in all content areas, peer evaluation, oral reading, journals, interest inventory; conference logs in all content areas, rubrics in all content areas.

All agendas and materials are stored in room 206.

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?

To facilitate and ensure academic excellence for all ELLs, parents of ELLs are regularly informed through monthly calendars, newsletters, meetings, data meeting, and workshops as to new developments concerning our English Language Learners and all students. Every effort is made to communicate and assist parents throughout the school year and to do this we have the following personnel providing services to our ELLs, regular students and their families: Bilingual school counselors and Social Workers, Psychologists, SETSS, a bilingual supervisor, a bilingual family engagement coach in kindergarten, other personnel who speak French and Albanian and other related services as well as a bilingual parent coordinator who is actively involved in our community and assessing the needs of our community. The School Leadership Team and Parent-Teacher Association are also very involved in the life of the school and our school community in general. They hold monthly meetings. During these meetings parents are informed and updated about school/community related issues and updates on mandates.

Our school is divided into four academies and these academies hold Learning Expos and monthly community meetings. Parents are always invited to these community meetings where we discuss and showcase our students' progress both academically, creatively and artistically.

We have partnered with many community based organizations and other agencies outside of our community which provide services to our school community. These CBOs are: Communilife, Dreamyrad, Ballet Tech, NYCARES, Digital Age Learning, GenYouth, AUSSIE, Garden to Café, Good Shepard, Bronx Children's Museum, Garden Helpers. All of these CBOs/Agencies, provide direct and indirect services to all of our parents.

Moreover, to better service the parents of ELLs, we have created a parent handbook in both English and Spanish. All documents going home are sent home in the language of choice. Our monthly school calendar is also in English and Spanish. All of the information provided to our community is usually in multiple languages.

Through the dissemination of information and our open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational life.

NYSESLAT workshop on NYSESLAT Report for parents will be provide in January. Understanding the CCSS and the shifts in literacy and mathematics in November 2013. How to Communicate and find learning/academic resources for parents of ELLs. 12/2013. Understanding how ELLs learn in 1/2014. How to Read-A-Loud with your Child. 2/14. Parents are primary teachers. 2\2014 Read-A-Loud to your kids. The before mentioned workshops have been offered in conjunction with Mercy College and usually for an hour. These workshops and learning opportunities will be offered by Dr. Ferreira, Mr. Eisma (translated by Ms. Aleman), our parent coordinator, Ms. Aleman. There will be other workshops for the parents during the month of March concerning the science exam (By Ms. Porreto, the science teachers)and the math exam (by Mr. Eisma). These workshops will be offered in the morning and in the afternoon. Parents of ELLs are also attending ESL classes (11/13/2013) every Wednesdays at 8:00 offered by the school and taught by an ELLs expert. Spanish classes will be offered beginning in December 2013. These classes will be offered to Spanish-speaking parents who would like to learn how to read and write in their own language.

Likewise, English classes will be offered to English-speaking parents who would like to learn and read in their native language. Our hope is that if parents of ELLs are literate in their own language this would help to advance our ELLs' academic language and academic success. The principal, Dr. Ferreira, has also scheduled workshops on Danielson. She will be addressing competency 3b and helping parents understand and learn how to ask their child questions and involve them in discussions and debates. These workshops are scheduled for December 9 and December 16. The workshops will be differentiated by language (Spanish on the 9th and English on the 16th). All workshops will be done in this manner to enhance understanding and differentiation as per the needs of the parents of our community.

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.

We are placing a lot of emphasis on academic language development and planning for instruction. To do this we are using Read-Alouds, guided reading, shared reading and a Robust Vocabulary Instruction to enhance academic language. We are pacing and differentiating our curriculums to make sure that lessons for all students are differetiated as per the child's language proficiency, IEP and academic needs.

ELL Compliance/Choice:

Public School 54 ensures that all English Language Learners are identified within 10 days of entering our school and receive the appropriate instructional services. To do this, our ESL teachers assist during registration to make sure that all ELLs and their families are interviewed, tested, and receive the necessary information and documentation pertaining to the identification and selection of programs. The ESL team is composed of fully-certified and experienced ESL teachers.

At registration and throughout the year, through the initial screening for the ELL identification process, we do the following: 1. Screen/administer the Home Language Identification Survey. 2. Initial assessment. 3. Program placement. 4. Annual assessment.

To inform the parents of the newly enrolled ELL students as to what services their child will be provided with and their rights, an orientation session is held within the 10 days of the initial enrollment. Information is accessible and distributed to parents in their native language. Such information includes, but is not limited to: Parents' choice and selection of programs, school expectations and general program requirements for Bilingual and ESL students.

The parent survey and program selection forms are also distributed at the parent orientation meeting and during registration throughout the year. These forms are collected by the ESL coordinator and are filed with all of the other ELL related documents in room 206. The parents of the newly admitted students who do not attend the orientation are contacted via phone and meetings are arranged to discuss placement and choice.

Students who are Spanish dominant and who have not passed the LAB-R or scored proficient on the NYSESLAT, and who have been placed in monolingual classes as per their parents' choice, receive push-in/freestanding ESL services from one of our four ESL teachers as per their NYSESLAT/LAB-R scores.

We are also serving our ELLs during after school with programs that have been strategically designed to target academic and language development. We target Listening/Speaking and Reading/Writing as well as the social-emotional well being of all ELLs (including SIFE and SWDs who are ELLS).

The parents of ELLs are encouraged and regularly informed and invited to visit the school and to be part of their child's educational life through attendance celbrations, Character Trait/Students of the Month celebrations, through Data meeting involving the teachers, the students, the administators and the parents and through our curriculum nights, PA meeting and parent engament activities such as "Mommy and Me" which is an activity where parents and their children are invited to read. Parents are also engaged in activities such as NYCARES, GArden Helpers, Cookshop from Cornell University and its healthy eating program.

Student life is the center of our school and we do all that we can and beyond to ensure that all of our students are served accordingly and have equal oppotunities to succeed.

Sample Schedules of two ESL teachers utilizing push-in and pull-out models

Schedule of an ESL Teachers utilizing Push-in/Pull Out models on Tuesday, Wednesday, Thursday

Tuesday	Wednesday	Thursday
8:45-9:15 Push-In, Newcomers in 504	8:45-9:15 Push-In, Newcomers in 504	8:45-9:15 Push-In, Newcomers in 504
9:20-10:05 ESL Push-In with Ms Lopez (406) with Ms Lopez	9:20-10:05 ESL Push-In with Ms Jackson (409)	9:20-10:05 ESL Push-In with Ms Lopez
10:10-10:55 Intervention w/3 Non-ELL HO Ss (513)+1 HO ELL (507), Push-in 513	10:10-10:55 Intervention w/3 Non-ELL HO Ss (513)+1 HO ELL (507), Push-in 513	10:10-10:55 Intervention w/3 Non-ELL HO Ss (513)+1 HO ELL (507), Push-in 513
10:55-11:45 ESL Push-In with Ms Jackson (409)	10:55-11:45-Prep	10:55-11:45 Intervention w/3 Non-ELL HO Ss (513)+1 HO ELL (507), Push-in 513
11:45-12:35 GRADE 2/3 LUNCH	11:45-12:35 GRADE 2/3 LUNCH	11:45-12:35 GRADE 2/3 LUNCH
12:35-1:25 GROUP A, Pull-Out (MULTIGRADE) NYSESLAT and Beyond (401)	12:35-1:25 GROUP A, Pull-Out (MULTIGRADE) NYSESLAT and Beyond (401)	12:35-1:25 GROUP A, Pull-Out (MULTIGRADE) NYSESLAT and Beyond (401)
1:30-2:15-GROUP B, Pull-Out (GRADE 5) NYSESLAT and Beyond (401)	1:30-2:15-GROUP B, Pull-Out (GRADE 5) NYSESLAT and Beyond (401)	1:30-2:15-GROUP B, Pull-Out (GRADE 5) NYSESLAT and Beyond (401)
2:20-3:10-Ext Day-NA-ESL with a group of 504 Ss	2:20-3:10-Ext Day-NA-ESL with a group of 504 Ss	2:20-3:10-Ext Day-NA

Schedule of an ESL teacher utilizing the Push-in and Pull-out models

Arrival-8-8:10	Arrival-8-8:10	Arrival-8-8:10	Arrival-8-8:10	Arrival-8-8:10
8:15-9:15 HLIS AND IDENTIFICATION COMPLIANCE	8:15-9:15 HLIS AND IDENTIFICATION COMPLIANCE	8:15-9:15 HLIS AND IDENTIFICATION COMPLIANCE	8:15-9:15 HLIS AND IDENTIFICATION COMPLIANCE	8:15-9:15 HLIS AND IDENTIFICATION COMPLIANCE
9:20-10:05-GRADE 5-409-9 students (GE)-Reading	9:20-10:05-GRADE 5-409-9 students (GE)-Reading	9:20-10:05-GRADE 5-409-9 students (GE)-Reading	9:20-10:05-GRADE 5-409-9 students (GE)-Reading	9:20-10:05-GRADE 5-409-9 students (GE)-Reading
9:20-10:05-New Teacher Mentoring-(in classroom)	9:20-10:05-New Teacher Mentoring-(meeting with teacher)			
10:10-10:55-GRADE 5-406-7 students (GE)-Writing	10:10-10:55-GRADE 2 (SE) + 1 (GE)-5 students-Reading	10:10-10:55-GRADE 5-406-7 students (GE)-Writing	10:10-10:55-GRADE 2 (SE) + 1 (GE)-5 students-Reading	10:10-10:55-GRADE 1 (SE/GE)-7 students-writing
10:55-11:45-GRADE 5-402 (SE)- 5 students-Reading	10:55-11:45-GRADE 3-4-413+1 (SE)-7 students-Reading/Writing	10:55-11:45-GRADE 2 (SE) + 1 (GE)-5 students -Math	10:55-11:45 GRADE-3-4-413+1 (SE)-7	

students-Reading/Writing 10:55-11:45 GRADE-3-4-413+1 (SE)-7 students-Reading/Writing

11:45-12:35 GRADE 1 (SE/GE)- 7 students-Reading 11:45-12:35 -GRADE 5-406-7 students (GE)-Math 11:45-12:35
GRADE 1 (SE/GE)- 7 students-Reading 11:45-12:35--GRADE 5-402 (SE)- 5 students-Reading 11:45-12:35--GRADE
5-402 (SE)- 5 students-Reading

12:35-1:25-LUNCH 12:35-1:25-LUNCH 12:35-1:25-LUNCH 12:35-1:25-LUNCH 12:35-1:25-LUNCH

1:30-2:15-PREP 1:30-2:15-PREP 1:30-2:15-PREP 1:30-2:15-PREP 1:30-2:15-PREP
2:20-3:10-Ext Day-504-(5) and 409 (1) 2:20-3:10-Ext Day-504-(5) and 409 (1) 2:20-3:10-Ext Day SESIS

Part VI: LAP Assurances

School Name: <u>Fordham-Bedford Academy</u>		School DBN: <u>10X054</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marybelle Ferreira	Principal		11/23/13
Maria Leatherwood	Assistant Principal		
Carmen Aleman	Parent Coordinator		
Juliet Luther	ESL Teacher		
Irma De LA Rosa	Parent		
Marilyn Costa	Teacher/Subject Area		
Paloma Pena	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
Maria Quail	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x054 **School Name:** Fordham-Bedford Academy

Cluster: 01 **Network:** cfn 109

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

Part A: Needs Assessment Findings

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

- a. The language access coordinator/Parent Coordinator acts as a liaison with parents/guardians to determine what the translation needs are and communicates those needs to the administration and other personnel of the school.
- b. The home language survey done at registration provides us with information about the home language of the parents/guardians of our students.
- c. At registration, and in the emergency contact "blue card", the parents identify the language they prefer to receive information in verbal or written forms.
- d. Parents on the SLT provide additional insight as to the language needs of our community.
- e. Parent Association provides us with information about the language needs of parents.
- f. Translation devices are provided during PA meetings, conferences, and principal's meetings.

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

- a. The large majority of parents/guardians needing translation or interpretation services are Spanish-speakers.
- b. Information about the language needs of our community is shared with the school population via memos/emails.
- c. Parent Coordinator shares information regarding the availability of translators with the parents and is alert to the need that she must reach out to non-Spanish-speaking parents who require additional language support.
- d. The school has posted signs by the main entrance, the lobby of the school, and the main office in multiple languages and the language identification guide is also posted in the most visible and visited areas of the school
- e. Our school's comprehensive educational plan contains the procedures for interpretation/translation as per the chancellor's regulation A-663. We provide: regular and timely provision of translated documents through either existing resources or the Translation and

- Interpretation Unit;
- b. timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education;

Part B: Strategies and Activities

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

- a. All memos and letters that are sent to parents are in English and in Spanish.
- b. Availability of translation to other languages is posted in the school and sent home periodically throughout the year (it is also in the parent handbook).
- c. The parent handbook is written in English and in Spanish and an appendix of it includes information on how to obtain translation and interpretation services and how to access translated versions of many documents.
- c. In-house staff as well as parent volunteers also provide translation support as needed (e.g. sign language)
- d. Our staff is also aware that they can access translated versions of many commonly used documents on the intranet page.
- e. Members of the school community are informed that they can access translated information from the DOE public website

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.

- a. Oral translation/interpretation is offered at meetings by bilingual parents (e.g. parent coordinator, parent volunteers), bilingual staff, bilingual paraprofessionals, school aides and/or the principal.
- b. Simultaneous translation equipment is used to support larger groups of parents needing translation during meetings.
- c. During conferences, we have a bilingual out-of-classroom teachers, paraprofessionals, school-aides available on each floor to assist in translation if needed. We also have a sign language interpreter who assist us as needed (the parents of one of our students need sign language services and this service is always provided when and as 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>.

- a. Within the first 30 days of a student enrollment, we determine the primary language spoken by the families/guardians of our students and provide translation and interpretation services to all of the families/guardians who require language translations that would allow them to communicate with the school effectively.
- b. We maintain that information in ATS and on the students' emergency information card and cumulative records.
- c. We provide translation services as outlined above, and if requested, a relative or any other adult may serve as the translator if requested by the parent/guardian.
- d. We follow the regulations outlined in the Chancellor's Regulations A-663

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School:	DBN: <u>10X054</u>
Cluster Leader: Douglas Knecht	Network Leader: <u>Maria Quail</u>
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 42 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 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: 2 # of content area teachers: 2

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:

As a school and the ESL subgroup, we have historically had difficulty with CCELA RI 1 & 2 . This was evident again on grade 3rd ELA exam during the 2011-2012 school year. The current ELL students in grade 4 were far below level than their peers.

Program 1 Afternoon session is 3:15-5:15 Tuesday/Wednesday Grade level 3

2 teachers x 2 hours per day

2 hours per day supervisor equals 4 hours per week supervisors

14 hours per session per week

1 Bil certified teacher & 1 Special Ed licensed teacher coplanning & coteaching

1. The program will be taught in English using ESL support strategies. The Focus of the program is the Common Core Reading Standards for informational Text. The focus within that key ideas an details in informational text and craft and structure in informational text. Teachers will be working on student determining the meaning of general academic and domain specific words and phrases in aa text relevan tot a grade 3 subject or topic. Teachers will coteach using IReady Common Core Literacy program. The topics of their lessons will be Asking questions about key ideas, finding main ideas an details, reading about time and sequence, describing cause and effect, Learning Unfamiliar words, Using text features, and understanding authors point of view.

Program 2-Saturday

Program 2 Saturday Session Grade level 4

2 teachers x 4 hours per day

5 hours per day supervisor 3/2,3/9,3/16,4/6

1 ESL teachers & 1/Common Branch teacher coplanning & coteaching

1. Focus of the program is ELA and Mathematics. The 4 week program will be taught in English using ESL support strategies. The literacy portion will focus on strategies for determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. Describing the overall structure of events, ideas, concepts, or information in a text or part of a text and compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in the in focus and the information provided. In Math the focus of the program 4NF Numbering and operations-Fractions. Teachers will be focused on extending the understanding of fraction equivalence and ordering and Building fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. They will be using the Frayer model to teach content vocabulary. Students will be creating fractional models to express fraction equations. In math the teachers will be using a combination of balanced mathematics with Iready math workbooks.

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:

During the school day in-kind professional development includes bi-weekly meetings re: Capellini- Implementing Balanced Literacy in the Bilingual Classroom. Professional Development provided by Juliet Luther, ESL Specialist. Dates- Twice a month from January 2013- June 2013, 12 sessions at 45 mins each.

Additionally, the ESL teachers will participate in bi-weekly after school professional development with the Grade 1 Lead Teacher (Yvonne Ramos). Participating teachers will learn to identify early reading behaviors in English and plan to instruct and assess students using English (Fountas and Pinnell) *Stellita* Literacy resources. Teachers will create and execute coherent learning opportunities / instruction for all students in their classrooms. Teachers will use their developing knowledge of :Student data (formative& summative), language development in a 2nd language (linguistics), Literacy development in first and 2nd language, Content, Pedagogy (ESL Practices) and other resources to create and deliver learning experiences which are differentiated to meet the needs of all learners in the classroom and support the development of academic language and content knowledge.

These teachers will meet bi-weekly afterschool and be paid per session.

Professional Development Opportunities

Professional development includes the following:

- Use of the Fountas and Pinnell Leveled Literacy Intervention Kit; professional reading -Fountas and Pinnell- When Readers Struggle. Sessions- Twice a month from February-June 2013, 10 sessions at 1 .5 hours each.

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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: The majority of the workshops within the series that have been planned for the year are designed to provide the parents of our ELL students opportunities to see the instructional strategies that are used to support the development of academic language and student understanding. Parent workshops are 1 hour in length. Workshops are scheduled from 8:30-9:30 a.m., one Friday per month for most months between December to June. (Exception-no date scheduled for January). Notification is provided in both English and Spanish. During the workshops Spanish translation is provided by staff members. Dates, topics and providers of upcoming workshops are:

Part D: Parental Engagement Activities

1.ELL Parent Workshop- How do teachers select words to teach and use them in Social Studies, with graphic organizers and sentence frames? (Language Development)

Rationale-Provide parents the opportunity to view instructional strategies (frontloading vocabulary, graphic organizers and sentence frames).

Rationale- provide parents the opportunity to view the instructional strategy of front loading vocabulary and discuss role of this to support students in developing content knowledge. Facilitators: Carmen Aleman (Parent Coordinator), Ms. Yuderquis Santos (teacher), Ms. Bianca Jackson (teacher). Parents will be notified by: monthly calendar, letter , building posters. December 14,2012

2.ELL Parent Workshop- How do teachers use Spanish/English cognates to make connections with content in English in Social Studies?

Rationale- provide parents the opportunity to view the instructional strategy of identifying cognates and discuss role of this to support students in developing content knowledge. Facilitators: Carmen Aleman (Parent Coordinator), Ms. Beatrice Lopez (teacher), Parents will be notified by: monthly calendar, letter, building posters. February 8, 2013

3. ELL Parents: Developing academic language in Math: using Sentence Frames to scaffold academic language use in math. (Language Development)

Rationale- provide parents the opportunity to view the instructional strategy of contextualizing mathematical concepts and discuss role of this to support students in developing mathematical content and process Use of sentence frames and manipulatives will be viewed). Facilitators: Carmen Aleman (Parent Coordinator), Ms. Megan Liska (teacher), Ms. Maria Leatherwood (Assistant Principal). Parents will be notified by: monthly calendar, letter , building posters. March 15, 2013

4.

NYSESLAT (overview of the assessment) (Assessment of Language Development)

Rationale: Orientation for all parents of ELLS to about the purpose and schedule of the test. Connected to our instructional and PD initiatives emphasizing the importance of oral language to language development, academic language in the second language, vocabulary development, ESL strategies. NYSESLAT is a major assessment measuring progress which parents need to understand. Facilitators: Carmen Aleman (Parent Coordinator), Juliet Luther (ESL Coordinator). April 12, 2013.

5. Dual Language Parent Workshop- instructional viewing and debrief.

Rationale-Provide parnts the opportunity to view small and whole group instructional strategies utilized and discuss the role of the strategies used to support the development of student understanding.

Facilitators: Carmen Aleman (Parent Coordinator), Juliet Luther (ESL Coordinator), Ms. Paloma Pena (Dual Language teacher). Parents will be notified by: monthly calendar, letter, buildig posters. May 10, 2013

6. ELL Parent Celebration-June 14, 2013 Parents to share success from the year. Invite parents of incoming ELL students to visit. Rationale-Provide parents information about the linguistic and acadmic growth to continue to support their child's linguistic and academic growth.

Facilitators: Carmen Aleman (Parent Coordinator), Juliet Luther (ESL Coordinator), Ms. Maria Leatherwood (Assistant Principal). Parents will be notified by: monthly calendar, letter , building posters. June 14, 2013.

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Part E: Budget

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

Allocation Amount: \$

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