



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

13K054

School Name:

**PS 54: THE MAGNET SCHOOL FOR ENVIRONMENTAL SCIENCE, TECHNOLOGY
AND COMMUNITY WELLNESS**

Principal:

LORNA KHAN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 54 School Number (DBN): 13K054
School Level: Elementary Grades Served: Pre K – 5
School Address: 195 Sanford Street Brooklyn, New York 11205
Phone Number: (718)834-6752 Fax: (718)852-8129
School Contact Person: _____ Email Address: _____
Principal: Lorna Khan
UFT Chapter Leader: Guy Garrison
Parents' Association President: Sheila Latang
School Leadership Team
Chairperson: Guy Garrison
Student Representative(s): _____

District Information

District: 13 Superintendent: Barbara Freeman
Superintendent's Office Address: 355 Park Place Brooklyn, New York 11238
Superintendent's Email Address: Bfreeman@schools.nyc.gov
Phone Number: (718)636-3284 Fax: (718)636-3266

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 612 Network Leader: Cynthia Felix

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lorna Khan	*Principal or Designee	
Guy Garrison	*UFT Chapter Leader or Designee	
Sheila Latang	*PA/PTA President or Designated Co-President	
Catherine Cadle	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	
Michelle Tella	Member/UFT	
Vivian Hay	Member/ UFT	
Carol Blades	Member/Parent	
Wendy Tatum	Member/Parent	
Roberta Butler	Member/Parent	
Latasha Richmond	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

School's Mission Statement: The mission of PS 54 is to maintain a safe, warm and orderly environment, where all members of our school community are accepted, respected and celebrated. There will be a high degree of student growth, staff professionalism and a strong home-school connection. Through this partnership all students will be prepared to meet the challenge of the 21st century. We will provide an environment that is rich in literacy, mathematics, social studies, science, the arts and technology. PS 54 will provide differentiated and individualized instruction to meet the needs of each student. All classrooms will be child centered with opportunities for real world exploration and discoveries.

Rigorous Instruction: Tenet 3 – Curriculum Development and Support

- Our academic program is consistent with our theme of "The Magnet School for Environmental Science, Technology and Community Wellness." Through the use of Project Based Learning, students are engrossed in environmental topics including biology, chemistry, physics and geology. Through these disciplines students are able to identify environmental hazards, develop solutions to concerns and increase their understanding of the significance of protecting the environment. Students use scientific thinking processes to conduct investigations and build explanations through observing, communicating, comparing, organizing and hypothesizing. Students' scientific inquiry skills are practiced as units of study on ecosystems and conservation are developed on every grade.

Supportive Environment: Tenet 5 – Student Social and Emotional Developmental Health

To ensure the construction of a supportive environment for our students, the classrooms will incorporate the following initiatives:

- Leader in Me
- Self-Regulatory Rubric
- RTI (Response to Intervention)
- SIT/CARE (School Implementation Team)

Collaborative Teachers: Tenet 4 – Teacher Practices and Decisions

- During vertical and horizontal team planning, teachers embed a variety of strategies to ensure that students are intellectually engaged in challenging content that require complex thinking by students. At the same time teachers are providing the necessary scaffolds to ensure that students with disabilities, ELLs and high achievers have entry points into the learning tasks through whole group and small group differentiated instruction.

Effective School Leadership: Tenet 2 – School Leadership Practices and Decisions

- In an effort to communicate high expectations to all the school's constituents, staff and parents receive handbooks specifically designed for each constituent. A yearly calendar is also distributed with annual events such as parents as reading partners.

Strong Family-Community Ties: Tenet 6 – Family and Community Engagement

- Partnerships with Fatherhood Male Initiative and Reverend Daughtry to mentor and increase more fathers involvement in school and community. Through this partnership fathers visit classrooms to observe and participate in students' academic and social emotional behaviors.

Accomplishments

- Securing Federal Magnet Grant

- School Quality Snapshot revealed that 93% of grade 5 students who are now in 6th grade have met proficiency

Challenges

- Large percentage of incoming students performing far below grade level standards.

13K054 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	244	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	86.4%	% Attendance Rate			88.8%
% Free Lunch	88.5%	% Reduced Lunch			2.8%
% Limited English Proficient	11.2%	% Students with Disabilities			21.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.2%	% Black or African American			55.0%
% Hispanic or Latino	39.0%	% Asian or Native Hawaiian/Pacific Islander			3.2%
% White	1.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.67	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			4.94
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.5%	Mathematics Performance at levels 3 & 4			13.4%
Science Performance at levels 3 & 4 (4th Grade)	73.5%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% 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 (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
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 (2012-13)					
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 (2012-13)					
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		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

Part 1b. Needs/Areas for Improvement:
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:
<ul style="list-style-type: none"> According to page 13 of the 2013 – 2014 NYC School Survey, 86% of teachers either agree or strongly agree that their professional development experiences have helped in making a shift toward aligning practice to the CCLS. According to page 3 of the 2011 – 2012 Quality Review, the school has designed a curriculum that is rigorous and engaging for all learners. The focus on targeted and frequent classroom observations utilizing the Danielson Framework for Teaching improved teacher effectiveness. The focus on using formative and summative assessment data helped teachers to create snapshots of students and to create instructional goals for whole class, small groups and individual students. During vertical and horizontal team planning, teachers embed a variety of strategies to ensure that students are intellectually engaged in challenging content that require complex thinking by students. At the same time teachers are providing the necessary scaffolds to ensure that students with disabilities, ELLS and high achievers have entry points into the learning tasks through whole group and small group differentiated instruction. The school is addressing the instructional shifts in literacy through our partnership with Teachers College Reading and Writing Project to ensure that teachers are aligning the CCLS to units of study. As a result, the curriculum maps reflect 50% fiction and 50% non-fiction in reading. Students are engaged in discussions, argument and writing that incorporates inferential thinking which is supported by text based evidence. Discussions and writing across content areas emphasize the use of academic and domain specific vocabulary.

- In mathematics the school has partnered with Exemplars Inc. to provide onsite professional development that incorporates classroom modeling of the use of Common Core aligned performance based assessments. The goal is to improve students' fluency, ability to demonstrate conceptual understanding and discussions in writing through problem solving in real world contexts.

Priority Needs:

- According to page 5 of the 2011 – 2012 Quality Review, the school needs to “continue to establish a coherent vision for future progress with focused data-based goals.”
- While the school maintains systems for gathering student data, there is a need for a more strategic approach to creating short and long-term goals that focus on promoting academic as well as the social emotional growth of students. These goals should be utilized to create an action plan for infusing instructional opportunities for increasing student achievement.
- After analyzing the 2013 – 2014 MOSL Assessments, grade leaders and the Data Specialist collaborated to form grade specific inquiry cycles based on the students' writing trait deficiencies.
- In order to strengthen pedagogical practice, teachers will participate in professional development in using student data to plan next steps for inquiry groups.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of students in grades K-5 will increase one performance level of the command of evidence trait on the Common Core aligned NYC MOSL Performance Based Assessment in Writing rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All classroom teachers will use formative and summative writing assessment data to monitor student progress in writing, revise their writing curricular units of study and provide targeted small group instruction for high achievers, SWDs, ELLs and students approaching standards	Teachers Students SWDs ELLs	October 2014 – June 2015	<ul style="list-style-type: none"> • Classroom Teachers • Administrators • CFN 612 achievement coaches • Data specialist
Classroom teachers will work in vertical and horizontal grade level teams to identify unit bends for small group common pre and post writing assessments aligned to each unit of study in order to identify student's strengths and areas of challenge. Also, Students will utilize common core aligned writing rubrics to assess their writing and the	Teachers Students	October 2014 – June 2015	<ul style="list-style-type: none"> • Classroom Teachers • Administrators • CFN 612 achievement

writing of their peers.			<ul style="list-style-type: none"> coaches Data specialist TCRWP Staff Developers K-2, 3-5
Administration of the NYC MOSL Performance Based Assessment in Writing baseline leading to the collaborative evaluation and analysis of the evidence of student learning and gaps.	Students	October 2014 – June 2015	<ul style="list-style-type: none"> Classroom Teachers
Parents will receive two interim progress reports which outline student proficiency levels in writing. Teachers will also use weekly parent engagement time to contact and meet with parents about student progress.	Parents	October 2014 – June 2015	<ul style="list-style-type: none"> Classroom Teachers Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Classroom teachers and teacher teams will use common planning time to embed a variety of strategies to ensure that students are intellectually engaged in challenging content that require complex thinking by students. Classroom teachers will provide the necessary scaffolds to ensure that SWDS and ELLS have entry points into the learning tasks through whole group and small group differentiated instruction. TCRWP staff developer will collaborate with teachers to collaborate to plan effective small group instruction, revise curricula units of study, and analyze student work products to inform instruction. Students utilizing common core aligned writing rubrics to assess their writing and the writing of their peers

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic	X	Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> A minimum of once each month at grade level or inquiry team meetings, December 2014 – May 2015. Formative and summative writing assessments will be administered monthly by classroom teachers. Mid-year benchmark assessment and end-line assessment in writing. 				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

School’s Strengths:

- According to page 8 of the 2013 – 2014 NYC School Survey, 52% of parents agree and 44% of parents strongly agree that their child is safe at the school.
- According to page 8 of the 2013 – 2014 NYC School Survey, 58% of parents agree and 42% of parents strongly agree there is an adult whom their child trusts and can go to for help with a problem.

Priority Needs:

- According to page 7 of the 2013 – 2014 NYC School Survey, 50% of teachers believe that the school needs a program to help students resolve conflicts.
- Although the school does maintain a culture of mutual trust and positive attitudes, there is a need to decrease the number of level 3 infractions. Building on the work already done with the Leader in Me Initiative, our school’s next step is to help students work towards self-regulation as students continue to work on improving academic and personal behaviors. This area of focus is essential in preparing students for college and career readiness.
- This is the third year of implementing the “Leader in Me” framework. In the third year P.S. 54 will build upon the foundation established in year 1 and year 2 and will continue applying the 7 Habits and leadership concepts at a higher capacity.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the Lighthouse Team in collaboration with Franklin Covey consultants and administrators will strengthen the Leader in Me Initiative resulting in an increase in students' ability to self-regulate as evidenced by a 5% decrease in the number of level 3 infractions based on NYC Discipline Code that are entered into OORS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
The lighthouse team will meet regularly and oversee school wide implementation of the leadership model	Teachers	October 2014 – June 2015	<ul style="list-style-type: none"> • Lighthouse Team • Staff • Administrators
The parents of students understand “The Leader In Me” model and the 7 Habits are involved in activities that support the leadership model. This information will be provided at the monthly PTA meetings.	Parents	October 2014 – June 2015	<ul style="list-style-type: none"> • Administrators • Parent Coordinator • PTA • Staff
The school culture reinforces the model by adding leadership language displays and bulletins to hallways and classrooms that emphasize individual worth and the celebration of student's utilization of leadership.	Students	October 2014 – June 2015	<ul style="list-style-type: none"> • Administrators • Staff
The staff collaborates and works together to effectively build a culture of leadership in classrooms and throughout the school. The team will utilize customized consultant services upon request.	All stakeholders	October 2014 – June 2015	<ul style="list-style-type: none"> • Administrators • Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Lighthouse team will collaborate with staff to infuse Leader in Me activities into classroom instruction
- Lighthouse team and staff will collaborate in order to design learning experiences for parents
- Franklin Covey organization will continue to provide support to the school community.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I Basic		Title I 1003(a)	X	Title IIA		Title III	X	P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
<ul style="list-style-type: none"> • Federal Magnet Grant 													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Track the number of OORS reports for level 3 and above infractions in January 2015 and June 2015.
- Track attendance rates

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- According to page 4 of the 2011 – 2012 Quality Review, “school leaders use observations and outcomes to guide teachers toward improved practices and strategies that promote pedagogical growth.”
- According to page 7 of the 2013 – 2014 NYC School Survey, 87% of teachers agree or strongly agree that teachers work together on teams to improve their instructional practice.
- Weekly vertical and horizontal teacher teams collaboratively plan lessons and units, strengthening teaching practices, looking at student work products for evidence of learning and gaps, and make purposeful adjustments to narrow the gap.
- Ongoing professional development in math and literacy supports teachers with customizing instruction to provide students with rigorous and engaging learning activities.
- Use of common core aligned rubrics by teachers and students to assess and revise student work products in writing and mathematics.
- Use of grade level complex texts during whole group instruction to explicitly teach students how to negotiate language features, structure, layout, purpose and meaning and knowledge demands of information and fiction texts. These features of complex texts are utilized during close reading, shared reading and read aloud to engage all students in discussions and inferential thinking requiring text based evidence.
- Teachers use a sequence of small group sessions to support student mastery of skills to move along the reading progression and up reading levels.

Priority Needs:

- According to page 5 of the 2011 – 2012 Quality Review, the school needs to “continue to establish a coherent vision for future progress with focused data-based goals.”
- According to page 6 of the 2011 – 2012 Quality Review, the school needs to “deepen the data informed process to set measurable and different learning goals for student subgroups.”
- To address this need all teachers are being trained in both content and pedagogical strategies to implement during both whole and small group instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, grade K-5 teachers will receive professional development in incorporating RTI and UDL strategies in their pedagogical practice, which will result in 50% of at risk students, level ones, SWDs, and ELLs increasing one proficiency level on the problem solving trait of the Common Core aligned Exemplars rubric for performance based assessments in Numbers in Base Ten and Operations in Algebraic Thinking. According to our data the majority of at risk students are struggling with fluency and conceptual understanding of numbers in base ten and operations with algebraic thinking.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will identify students in need of RTI through baseline and benchmark assessments.</p>	<p>50% of at risk students, level ones, SWDs, and ELLs</p>	<p>October 2014 – June 2015</p>	<ul style="list-style-type: none"> • Classroom Teachers • Administrators • CFN 612 achievement coaches • Data specialist
<p>Teachers will participate in a yearlong Common Core Learning Standards Math Study Group. This will consist of Inquiry Work across grades looking closely at teacher pedagogy during math instruction in classrooms and the direct link to students’ achievement for diverse groups using a variety of assessments.</p>	<p>50% of at risk students, level ones, SWDs, and ELLs</p>	<p>October 2014 – June 2015</p>	<ul style="list-style-type: none"> • Classroom Teachers • Administrators • CFN 612 achievement coaches • CARE Team • Data specialist • Deb Armitage
<p>Teachers across grades will participate in a year-long RTI study group and turn-key important information.</p>	<p>50% of at risk students, level ones, SWDs, and</p>	<p>October 2014 – June 2015</p>	<ul style="list-style-type: none"> • Classroom Teachers • Administrators • CFN 612 achievement

	ELLs		coaches <ul style="list-style-type: none"> Data specialist Deb Armitage
CFN will provide continuous support for teachers and, RTI resources and strategies.	Teachers	October 2014 – June 2015	<ul style="list-style-type: none"> Classroom Teachers Administrators CFN 612 achievement coaches Data specialist Deb Armitage

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of consultant Deb Armitage of Exemplars Inc. to collaborate with teachers in creating mathematical instructional tools which will support small group instruction for SWDs, ELLs and level ones students.
- One vertical planning team will attend three professional development sessions with Phil Daro as part of the Vertical Coherence in Mathematics Institute. These sessions will focus on making students thinking visible in order to build upon their conceptual understanding and address any misconceptions and gaps in learning the more rigorous Common Core Standards in Mathematics.
- Teacher teams will use common planning time to analyze patterns and trends across student work products and use this information to plan instruction.
- Classroom teachers will use Common Core aligned performance based assessments in Mathematics as an instructional as well as assessment tool.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

- Tracking students’ progress through 6-8 week cycles.
- Tracking students’ progress quarterly through benchmark assessments.
- Monthly grade meetings to gather data and track student performance levels in math.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- According to page 4 of the 2011 – 2012 Quality Review, school leaders use observations and outcomes to guide teachers toward improved practices and strategies that promote pedagogical growth.
- According to page 5 of the 2011 – 2012 Quality Review, school leaders provide professional development opportunities for leadership growth and reflection on their practice to enable teachers to consistently evaluate their own teaching practices.
- The principal creates and distributes monthly letters to parents focused on academic and personal behaviors that prepare students for college and career readiness. The parent coordinator also sends out monthly calendar of events to all parents.
- Teachers receive a monthly letter and newsletter that is aligned to the instructional focus and measures of teacher practice. A weekly and daily focus reminds staff of the instructional expectations, professional learning opportunities and other important events for that day and week.

Priority Needs:

- Although every teacher was rated effective except for one, each teacher’s next step in their progression to become highly effectively would be correlated to the number of students who show progress towards meeting grade level standards.
- Continue to use the Danielson Framework for Teaching to ensure that teachers pedagogical practice fall within the

Effective and Highly Effective categories. This ongoing teacher development will result in 20% increase over last year of students performing on ELA and Math assessments.

- Continue to address student social emotional needs through parent education and engaging students in activities around self-regulation.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will demonstrate growth in their self-selected component of the Danielson 2013 Framework for Teaching Components as evidenced by meeting critical attributes in the Effective and Highly Effective categories, in ratings generated through the short focused observation cycles conducted by administrators. This goal is chosen in order to align the measures of teacher practice with the progress shown in the measures of student learning from the 2013-2014 local and state assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
School leaders will conduct frequent classroom visits to provide actionable feedback, coaching, and professional development aligned to the Danielson Framework for Teaching and the Common Core.	Teachers	October 2014 – June 2015	<ul style="list-style-type: none"> • Administrators • Classroom teachers
Engage students in developing and maintaining positive academic and personal behaviors through the usage of the Student Success Rubric.	Students	October 2014 – June 2015	<ul style="list-style-type: none"> • Administrators • Classroom teachers • School Support Services
Engage parents in professional learning around Common Core Standards and student social emotional health.	Parents	October 2014 – June 2015	<ul style="list-style-type: none"> • Administrators • Classroom teachers • Parent Coordinator
Leadership will engage in continuous professional learning in order to support pedagogical practice, parent engagement and student learning.	Administrators	October 2014 – June 2015	<ul style="list-style-type: none"> • Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- School Leaders, Teachers, Aussie Consultants, Deb Armitage of Exemplars Inc., Instructional Cabinet, TCRWP Staff Developers, Data Specialist, and Children First Network 612 will collaborate during professional learning

opportunities to promote student achievement.

- Before and afterschool tutorials to provide targeted instruction.
- Reading Recovery to support struggling readers.
- Substitute teachers coverage to support teacher learning

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- School leaders and pedagogical staff will continue to monitor students’ progress through benchmark assessments in February 2015 and May 2015.
- School leaders will collect observation data to plan next steps for teachers October 2014 – May 2015.
- Teachers will engage in short observation cycles October 2014 – May 2015.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:
 15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	D

Part 1b. Needs/Areas for Improvement:
 17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths:

- According to page 8 of the 2013 – 2014 NYC School Survey, 100% of parents either agree or strongly agree that the school makes them feel welcome.
- According to page 8 of the 2013 – 2014 NYC School Survey, 93% of parents either agree or strongly agree that the school is responsive to parent feedback.
- The school designs a variety of learning experiences for parents such as Common Core Curriculum Nights and Parents as Math/Reading Partners consistently throughout the school year. During monthly Parents as Math/Reading Partners events, parents visit classrooms to observe and participate in reading and math lessons.
- Parent volunteers engage with the school community by volunteering during the lunch periods and for various school events.
- Informing and engaging parents in mathematics instruction strengthened the community as a whole as parents become stronger educational supports to children.
- Fathers support lunchtime in the cafeteria, recreational activities during recess assist in serving lunch and addressing student behaviors.

Priority Needs:

- According to page 10 of the 2013 – 2014 NYC School Survey, only 73% of teachers either agree or strongly agree that they would recommend the school to parents seeking a place for their child. This percentage is lower than both the city and district average.

- While the school has several ongoing partnerships with community agencies, there is a need to nurture these relationships by allocating more time to provide services to families. Additionally, the school needs to broaden our partnerships with other community agencies in order to promote academic and social emotional development to support the success of our students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all students will engage in at least 2 units of study aligned to the Magnet Theme of Environmental Science, Technology and Community Wellness that allow for project based, real world learning experiences resulting in increased student led investigation and inquiry across content areas as evidenced by students’ artifacts and work products.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
7. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 8. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 9. Strategies to increase parent involvement and engagement 10. Activities that address the Capacity Framework element of Trust			
Families will collaborate with teachers and school community to help students create projects to support Magnet aligned units of study.	Parents	October 2014 – June 2015	<ul style="list-style-type: none"> • Teachers • Administrators • Magnet Resources Specialists
Magnet Resource Specialists will develop parental learning opportunities that will expose parents to the school’s Magnet theme of Environmental Science, Technology and Community Wellness.	Parents	October 2014 – June 2015	<ul style="list-style-type: none"> • Administrators • Magnet Resources Specialists
Parent Coordinator will facilitate several workshops geared towards providing parents with academic and social emotional resources to promote the success of their students.	Parents	October 2014 – June 2015	<ul style="list-style-type: none"> • Administrators • Parent Coordinator
Teachers will align the curriculum to the Magnet theme by using OneDrive, an online tool, to frequently update units.	Teachers	October 2014 – June 2015	<ul style="list-style-type: none"> • Administrators • Teachers • Magnet Resource Specialists

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teachers and students to help facilitate parent workshops.
- Parent Coordinator, Magnet Resources Specialists, Staff, and Administrators will collaborate to plan rich learning

experiences for parents.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Six to eight week Magnet units will be implemented at least two times per year.
- Magnet Resources Specialists will facilitate monthly professional development from October 2014 – May 2015.

Part 6b. Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	All level one and two students	<ul style="list-style-type: none"> • Foundations • Guided reading • Shared reading • Close reading • Reading Recovery 	<ul style="list-style-type: none"> • One on one conferencing • Small group strategy lessons • Tutorials 	<ul style="list-style-type: none"> • Before and afterschool • During school day
Mathematics	All level one and two students	<ul style="list-style-type: none"> • Performance Tasks • Aussie Consultant • Tools from Exemplars, Inc. 	<ul style="list-style-type: none"> • One on one conferencing • Small group strategy lessons • Tutorials 	<ul style="list-style-type: none"> • Before and afterschool • During school day
Science	All level one and two students	<ul style="list-style-type: none"> • Shared Reading • Guided Reading • Informational Text Features • Close reading • Project Based Learning 	<ul style="list-style-type: none"> • One on one conferencing • Small group strategy lessons • Tutorials 	<ul style="list-style-type: none"> • Before and afterschool • During school day
Social Studies	All level one and two students	<ul style="list-style-type: none"> • Shared Reading • Guided Reading • Informational Text Features • Close reading • Project Based Learning 	<ul style="list-style-type: none"> • One on one conferencing • Small group strategy lessons 	<ul style="list-style-type: none"> • Before and afterschool • During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk students	<ul style="list-style-type: none"> • Observe • Behavior Modification Plans • Parent Engagement • Referrals to outside services 	<ul style="list-style-type: none"> • Individual • Group 	<ul style="list-style-type: none"> • During school day • After school • Parent Engagement Block

13K054 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	244	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.4%	% Attendance Rate		88.8%
% Free Lunch	88.5%	% Reduced Lunch		2.8%
% Limited English Proficient	11.2%	% Students with Disabilities		21.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.2%	% Black or African American		55.0%
% Hispanic or Latino	39.0%	% Asian or Native Hawaiian/Pacific Islander		3.2%
% White	1.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.67	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		4.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.5%	Mathematics Performance at levels 3 & 4		13.4%
Science Performance at levels 3 & 4 (4th Grade)	73.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

13K054 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	244	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		86.4%	% Attendance Rate	88.8%
% Free Lunch		88.5%	% Reduced Lunch	2.8%
% Limited English Proficient		11.2%	% Students with Disabilities	21.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.2%	% Black or African American	55.0%
% Hispanic or Latino		39.0%	% Asian or Native Hawaiian/Pacific Islander	3.2%
% White		1.6%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		9.67	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	4.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		11.5%	Mathematics Performance at levels 3 & 4	13.4%
Science Performance at levels 3 & 4 (4th Grade)		73.5%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
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		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
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		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
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		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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		

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

All teachers, except for one new teacher, are highly qualified.

2b. 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).

Professional development provided to all teachers and paraprofessionals on Common Core State Standards through organizations such as:

- Teachers College Reading and Writing Project
- Vertical Coherence in Mathematics
- Exemplars Inc.
- AUSSIE

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

The pre-kindergarten program facilitates the smooth transition of students from early childhood to kindergarten. Teachers meet and plan with other teachers from grades K-5 and align program to support the growth of students. Through PACT (Parent and Child Time) parents receive information on early childhood development and engage in hands on learning activities with their children to foster parent and child interactions.

4b. 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.

Grade leaders meet biweekly with school leaders in order to choose assessments based on benchmark data gathering needs. Professional development is provided on how to use the data from assessments to align instruction.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$49, 251	X	14
Title II, Part A	Federal	\$70, 116	X	14
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,393,975	X	12, 18, 21, 24

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 54: The Magnet School for Environmental Science, Technology and Community Wellness]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 54: The Magnet School for Environmental Science, Technology and Community Wellness]** will support parents and families of Title I students by:

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

[PS 54: The Magnet School for Environmental Science, Technology and Community Wellness], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 054
School Name Samuel C. Barnes		

B. Language Allocation Policy Team Composition [i](#) 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 Lorna Khan	Assistant Principal Roxanne James
Coach type here	Coach type here
ESL Teacher Nabil Abdel Maksoud	Guidance Counselor Tasheema Norfleet
Teacher/Subject Area Zuilyn Guerra	Parent type here
Teacher/Subject Area type here	Parent Coordinator Evangeline Umphery
Related Service Provider Yvonne Cordero	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	248	Total number of ELLs	28	ELLs as share of total student population (%)	11.29%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1											3
Freestanding ESL														
Push-in				2	2	1								5
Pull-out	1	1	1											3
Total	2	2	2	2	2	1	0	11						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	10		0							10
ESL	14		4	4						18

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	24	0	4	0	0	0	0	0	28	
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	EP																
Spanish	2	20	3	13	5	14													10	47
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	2	20	3	13	5	14	0	0	0	0	0	0	0	0	0	0	0	0	10	47

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	
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): <u>12</u>	Number of third language speakers: <u>1</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>26</u>	Asian: <u>1</u>
Hispanic/Latino: <u>20</u>	Other: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>

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	1		2	2	5	4								14
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic		1		1	1									3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	1	2	3	6	4	0	18						

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)	4	1	2		2	1								10
Intermediate(I)		3	3	1	2	1								10
Advanced (A)			2	2	2	2								8
Total	4	4	7	3	6	4	0	0	0	0	0	0	0	28

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4				4
4	4				4
5	1	1			2
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	2		2		1				5
4	2	1	1						4
5		2	2						4
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		1	1		1		1		4
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
 - i. P.S. 054 uses the Teachers College Reading and Writing Project TCRWP assessment tool and ECLAS-2 in order to assess the early literacy skills of our ELLs as well as all the other students in our schools. The TCRWP assessment assesses both the comprehension skills and the fluency of the students. Based on information driven from the Language Assessment Battery – Revised (LAB-R) for New Comer

ELLs, the New York State English as a Second Language Achievement Test (NYSESLAT) and previous TCRWP assessment scores, all ELLs are periodically assessed for their comprehension and literacy skills using a TCRWP assessment. In addition to measuring the comprehension skills and oral fluency of the ELLs, the TCRWP helps the teacher to place the ELL in the appropriate reading level for independent reading. The Spanish literacy skills of the ELLs and the EPs in the Dual Language program are assessed by EL-SOL and ESTRELLITA.

ii. The data from the assessments are essential because they are used to inform instruction. The first step in implementing a good literacy instruction program is to determine student baseline performance. Students enter the classroom with diverse backgrounds and skills in literacy. Some students may enter the classroom with special needs that require review of basic skills in reading, while other students may have mastered the content a teacher intends to cover. ELLs are among the groups of students that need special attention while carrying out a literacy program. Early diagnosis of their performance and the skills they lack will help the teacher to target these skills so that they can master them and that the teacher makes sure that his ELLs are not left behind.

iii. Getting this important information from the data will help the school to design literacy instruction programs that meet the individual needs of each student. In addition, the information gained from the assessments enables teachers to provide exceptional students with improved access to the general education curriculum. As mentioned above, ELLs in particular need special attention which is reflected in the educational plan of the school. As the school runs an English/Spanish Dual Language Program for the lower grades, ELLs who in the K, first and second grades who speak Spanish as their first language are placed in that program following the Program Selection Form, and are serviced by bilingual teachers in order to help them acquire the linguistic skills that help them in their studies. Lower grade ELLs whose first language is not Spanish are placed in Mono-Lingual classes and receive ESL service in the push-in and pull-out models. Upper grade ELLs receive ESL service in the push-in model; however, new comers in the upper grades receive the service in both the push-in and pull-out models.

iv. Getting this important information from the data will help the school to design literacy instruction programs that meet the individual needs of each student. In addition, the information gained from the assessments enables teachers to provide exceptional students with improved access to the general education curriculum. As mentioned above, ELLs in particular need special attention which is reflected in the educational plan of the school. As the school runs an English/Spanish Dual Language Program for the lower grades, ELLs who in the K, first and second grades who speak Spanish as their first language are placed in that program following the Program Selection Form, and are serviced by bilingual teachers in order to help them acquire the linguistic skills that help them in their studies. Lower grade ELLs whose first language is not Spanish are placed in Mono-Lingual classes and receive ESL service in the push-in and pull-out models. Upper grade ELLs receive ESL service in the push-in model; however, new comers in the upper grades receive the service in both the push-in and pull-out models.

v. The NYSESLAT results for the 2012-2013 show that P.S. 54 has met AMAO 2 (achieving proficiency) with a 16.67% (manual calculations since the RNMR function of the ATS is not available yet). It is not possible to get AMAO 1 (achieving progress) for the above reason. The RLAT function shows that 10% of first time test takers scored at the intermediate level, 9 ELLs (30%) achieved one level above their previous levels, 2 ELLs (6.67%) achieved two levels higher, 10 ELLs (33.33%) achieved the same level, and 1 ELL (3.33%) achieved a level lower than her previous level. These results indicate that the school is following a successful plan for ELLs. Further explanation will ready when the RNMR function for 2013 is available on the ATS.

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

Looking across the proficiency levels for the NYSESLAT, it is noticeable the majority of our ELLs (86.67%) achieved above the beginning proficiency level on the Listening/Speaking modality, three of the ELLs who achieved at the beginning proficiency level joined the school from a Non-English school less than two months before the NYSESLAT, and the fourth student refused to talk during the speaking subtest. Another pattern is that students progress through the proficiency levels fairly consistently over the years in the listening/Speaking modality, generally reaching proficiency within 2-3 years of service. However, the scores show that the students achieve lower scores in general and seem to collect in the advanced proficiency level in the reading/writing modality, taking a longer time to pass from the advanced to the proficient level in this modality.

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](#))

As of today, the RNMR report is 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?

a. ELLs who are literate in their native language fare well when provided with assessments in their native language (NL). Students who

are not literate in their native language and who are struggling with the content material may not benefit from having the NL edition. The students are exposed to NL preparation test materials and try the material to see if it helps them before the actual exam. Students, who choose to do so, will have both the English and the NL exams during the assessment.

- Math – None of the 5 third grade ELL students, chose to have the NL math exam; 1 of 6 fourth graders, and 2 of fifth graders. Among 13 ELLs across all three grades, 1 chose to have the NL math exam in addition to the English. 1 of the 4th grade ELLs chose to respond in the native language (Spanish), and 2 fifth graders chose to respond in the native language (Arabic). Among 10 English-exam only students, 4 achieved a 1, 5 performed at 1 and 1 achieved a 3. All the 3 NL exams performed at level 1, 2 of them are new comers and 1 is not fluent in her native language.

- Science -We had only 1 fourth grade ELL who chose the English edition of the Science exam. She achieved a level 1.

b. N. A. Last year, P.S. 054 did not administer the ELL Periodic Assessment.

c. N. A. Last year, P.S. 054 did not administer the ELL Periodic Assessment.

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](#).)

The teachers in the school use the data they collect from the NYS for previous years, the assessments they do throughout the year and screening assessment they perform early in the school year. These data show that ELLs at the beginner and intermediate levels of proficiency fall with the groups of students who need to be referred to Tier II of intervention within the RtI framework. All the students in the class get Tier I instruction and the ones who are identified as at risk, work in small group and get Tier II instruction. The progress of the students is monitored throughout the year, and ELLs who show progress move back to Tier I instruction; however, their progress is monitored to make sure they are doing the desired level of progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?

In order to ensure that a child's second language development is considered in the instructional decisions, all the ELL teachers use strategies that help the ELLs to develop their language skills. These strategies include, but limited to, scaffolding, using technology, teach academic vocabulary, forming heterogeneous groups of students and sharing responses and model answers with the whole class.

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. Currently, we have only kindergarten, first and second grade Dual Language classes, so we do not administer the ELE yet.

However, the classroom teacher assesses the EPs for second language acquisition through informal assessments and using the ESTRAELLITA. .

b. What is the level of language proficiency in the second (target) language for EPs?

The majority of the EPs who are in the Dual Language program are at the beginner level of proficiency. We offer the program for grades k, 1 and two, and a few of them get to the intermediate level in the listening skill, but not the speaking, reading or writing.

c. Currently, we do not have State and City Assessment results for our EPs in DL program because they are in kindergarten, first grade and second grade

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We look at several factors in evaluating the success of our programs for ELLs:

-Are our program options and placements aligned with parent choice? We look at parent choice and our programming

-Are our ELLs approaching, meeting or exceeding the standards? We look at ELA, Math and Science performance levels as well as informal assessments.

-Are our ELLs acquiring English language proficiency? We look at NYSESLAT performance levels and informal assessments.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the

HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When a parent registers a new entrant into the English Language School System, the parent fills out the Home Language Identification Survey (HLIS) in their native language. A pedagogue, either Mr. Maksoud, the ESL teacher or Ms. Cordero, the Bilingual IEP teacher, assists the parent in filling out the form and conducts the informal interview contained on the back of the HLIS with both the parent (in English and the native language) and the child. The ESL teacher compares the list of new admits to the collected HLIS to ensure that all students have one filled out. The ESL teacher determines whether new students are eligible for LAB-R testing based on the HLIS. Students who have at least one "other" box checked from the first 4 questions and at least two "other" boxes checked from the second 4 questions are eligible for LAB-R testing. All other students are not Limited English Proficient (LEP). The ESL teacher administers and hand scores the LAB-R within the first ten days of admittance. The LAB-R memo states the cut-off for levels of proficiency. Students who score at the proficient are not LEP, students who score at beginning, intermediate or advanced are entitled to ELL services. Among the students who are entitled, the Spanish speaking students are assessed with the Spanish LAB, which is administered by Ms. Cordero, the bilingual IEP teacher. This is the entrance process to the ELL programs. Each May, the ESL teacher administers the New York State English as a Second Language Achievement Test. This test measures the progress ELLs have made in their English Language proficiency. Students may exit the program through achieving a proficient score on the NYSESLAT. Scoring at Beginning, Intermediate or Advanced entitles the student to continued services.

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.
Students who have scored at beginning, intermediate or advanced level on the LAB-R are entitled to ELL services. Within 2 days of administering and scoring the LAB-R, the ESL teacher sends home to each entitled student an entitlement letter, parent survey, program selection form and program brochure in English and the home language. The parents are invited and encouraged to attend a parent orientation with the ESL teacher. During the orientation session, the parents watch the "Parent Orientation Video" in their native language, and receive all written material in both English and the native language. They have the opportunity to ask questions about the video and the ELL programs offered in NYC schools. The parents are informed that they have the right to choose Traditional Bilingual Education or Dual Language and that the school is mandated to open a TBE class if the parents of 15 students who share the same home language across two contiguous grades request TBE. Since we do not have enough students to open a TBE class, the parents are informed that if they choose TBE or DL (in a grade other than kindergarten or first grade, both of which offer a DL program at the school), they are entitled to a transfer to another school within the district that does offer that service. The parents are informed that they then have a right to refuse the offer of transfer. If parents do not attend the parent orientation, the ESL and IEP teachers call parents at home to solicit a more convenient time for the parent to come into the school. The classroom teacher also speaks to the parent in the morning or at dismissal to inform the parent of the importance of the orientation.
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 [\[see tool kit\]](#).)
The ESL Teacher creates a list of all students who need an entitlement letter and prepares these letters in the home languages of the parents. Templates of these letters are kept in the school and are available on the schools.nyc.gov website. The letters addressed to parents/guardians are then handed to each child and the ESL teacher watches as they put the letters into their backpacks. The classroom teacher is asked to alert the parent of the letter. At the parent orientation, parents are assisted and encouraged to fill out the Survey and Selection Form. Copies of the returned forms are kept on file and the original in the student's cumulative record. If the form is not returned, the ESL and IEP teachers call the parent and remind them of the importance of their informed decision in their child's education. The classroom teacher reminds the parent face-to-face in the morning and at dismissal. If the form is still not returned, the default choice is TBE as per CR Part 154.
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.
The parents are informed that studies show that students in bilingual programs perform better on standardized testing. Parents are informed that fluency and literacy in the home language accelerates fluency and literacy in the target language, English. If the child scores very low on both the LAB-R and the Spanish LAB, the parents are strongly encouraged to either pursue a bilingual program or to work with their child at home on home language literacy. This is our third consecutive year to offer a Dual Language bilingual program in addition to the Freestanding ESL program. We have kindergarten, first-grade and second grade Spanish DL classrooms. All of the parents of Spanish speaking kindergarteners and newcomer first-graders chose DL. One Spanish-speaking ELL in first grade and 2 Spanish-speaking ELLs in kindergarten are not in the DL Program because they are required to be in a CTT class as per their IEPs. Parents who choose TBE or DL in a grade other than kindergarten or first-grade are provided with a transfer option within the district to a school that offers the desired program. All other students, whose parents do not opt to transfer their child to a school with a bilingual program, are provided with Freestanding ESL services.
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.

Late in March of each year, the ESL teacher gets the RLER report in ATS which lists the students who are eligible to take the NYSESLAT, and any students who take the LAB-R till the NYSESLAT date and found to eligible for ESL service based on hand scoring of the LAB-R, are added to list. The School Administrator Manual is read carefully, and a testing schedule is prepared so that all the subtests are completed within the testing window. That schedule includes a testing date and time for each grade and each subtest. All students who take the test are marked on a roster, and a make up is scheduled for those who have not taken the test for any reason.

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. *①*
 - i. In 2010, 5 parents chose DL and 3 chose ESL. In 2011, 7 parents chose DL, 1 parent chose ESL, and 1 parent did not return the form, thereby TBE by default. This year, 6 ELLs were identified. The parents of 2 of them chose the DL program, 3 chose the ESL and 1 did not return the "Parent Selection Form." The trend in program choice shows a clear increase in interest in bilingual education. As the DL program expands each year to include another grade, we can expect, according this trend, more parents to choose a bilingual program each year. We now have Dual Language in kindergarten, grade one and grade two.
 - ii. The programs at our school are aligned with parent requests. This year, all parents who returned the Program Selection Form had the child placed in their first choice of programs.
 - iii. In order to build alignment between parent choice and program offerings, we review the "Parent Selection Form" for each eligible ELL, and make sure that the child is placed in the program of his parent's choice. For parents who select a program that the school is not offering at the present time, the parent is offered assistance to find a school that offers the program of their choice. Parents who chose the TBE which is not offered in our school are informed that the school will be able to open a class for in that program if the parents of 15 students who share the same home language across two contiguous grades request TBE. Right now we do not have that number of parents who opted for that program.

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. In order to help students to progress, we utilize the following practices:
 - Collaborative planning between ESL and ELA teachers for each unit.
 - Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
 - Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
 - Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
 - a. P.S. 54 has one self-contained Spanish Dual Language (DL) Kindergarten with one Special Education/Early Childhood certified teacher, in the process of obtaining her Bilingual Extension, one Spanish Dual Language First Grade class with a one Multi-Subject certified teacher who is working towards a Bilingual Extension. The Second grade class is taught in English by one teacher, and in Spanish by another Spanish-speaking certified teacher who is working toward his Bilingual extension. The DL Kindergarten , First and Second grade classrooms receive half of their instruction in English and half in Spanish, so that the ELLs will receive the mandated amount of ESL, ELA and NLA. The rest of the ELLs are provided service by the ESL-Certified teacher through a Push-In [Co-Teaching]/Pull-Out model. Generally, ELLs in grades 3, 4 and 5 will receive push-in services in their own classroom, whereas grades k, 1 and receive pull-out services.
 - b. The ELLs learn in heterogeneous classrooms with a mix of English-only students, former ELLs and ELLs of various proficiency levels during the push-in sessions. When in a pull-out session, ELLs learn in ungraded, heterogenous group of ELLs. The students will generally be no more than one grade apart. Differentiated small-group instruction is provided based on the beginning-of-the-year assessments as well as ongoing assessments done by the ESL teacher. The teacher also collaborates with the classroom teachers in order to be aware of, and plan for, the needs of the students in their regular classrooms.
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)?

As per CR Part 154, the ESL teacher provides 360 minutes per week of explicit ESL instruction to Beginner and Intermediate students in the free-standing ESL program, either in their own classrooms or in a contiguous grade classroom. The ESL teacher provides 180 minutes per week of ESL instruction to Advanced students in their own classrooms or a contiguous grade classroom and the classroom teacher provides 180 minutes per week of explicit ELA instruction. Native Language support is provided when appropriate and possible. Students are provided with bilingual glossaries, native language libraries and testing accommodations. In the DL classroom, the classroom teacher provides 360 minutes per week of explicit ESL instruction and 90 Minutes of explicit NLA instruction to Beginner and Intermediate students. The advanced students receive at least 180 minutes of both ELA and ESL per week and at least 45 minutes NLA instruction.
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.

Paste response to question here: 3. The classroom teacher provides instruction in the content areas using ESL methodologies and native language support in both program models. The teachers scaffold the lessons with modeling, visual and dramatized contextual support, Total Physical Response (TPR) and linguistic structure. In the DL language classroom, instruction is split 50/50, so if English is used in the morning, Spanish is spoken in the afternoon. This alternates each day in order to ensure that students receive instruction in both languages for each subject area. In the free-standing ESL program, native language support is provided in the content areas. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

 - Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
 - Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
 - Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
How do you ensure that ELLs are evaluated appropriately in their native language?

All Spanish speaking ELLs are administered the Spanish LAB-R within the first several days of their registration. All ELLs have testing accommodations for exams, including translated additions, bilingual word for word glossaries, oral translation for low incidence languages, extended time, and separate location. Translations and glossaries are not permitted for the ELA. Dual Language classroom teachers evaluate all of their students formally and informally in both Spanish and English across all content areas in the classroom. Once our DL classes reach grades 3, 4 and 5, they will be tested with the ELE, El Examen de Lectura in Espanol. The DL teachers in grades k-2 use El Sol to evaluate the students Spanish literacy.

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

Based on the information obtained from the most recent NYSESLAT for existing ELLs and from the LAB-R for the new comers, the ESL teachers plans his lessons in order to support the ELLs with the language skills they lack. Units and lessons are planned and taught to the ELLs, which will cover the areas of needs, and at the end of each unit, the ELLs will be evaluated. For most units a pre and posttests are administered in order to measure the range of development the ELLs achieve. For students who show proficiency in one or more of the four modalities, short tests and quizzes in those modalities will be administer to make sure that they are marinating that level.

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).

How do you differentiate instruction for ELL subgroups?

a. SIFE students are students with interrupted, little or no formal education who are at least 2 academic years behind their age group. We currently have no students who are SIFE. Our plan for future SIFE students is to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the

SIFE within your classroom instruction.

- Native Language Literacy instruction provided in the extended day intervention
- Encourage student to participate in after school native language literacy program.

b. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home/ school communication.
- Native Language Literacy instruction provided in the extended day intervention
- Encourage student to participate in after school native language literacy program.
- ELA Exempt ELLs take the periodic assessments so that they can become familiar with the format before they take the official assessment for the first time. These students spend time observing their English proficient peers as a scaffold for producing their own work.

c. ELLs receiving service for 4 to 6 years are targeted with the following interventions:

- Small group and differentiated instruction in the classroom.
- Extended day instruction tailored to their needs.
- Periodic Assessment to monitor progress and drive instruction.
- Encourage student to participate in after school program, targeting ELA and Math, with an emphasis on reading and writing.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- AIS support, in addition to ESL, during the day to enrich their language and academic skills.

d. Long terms ELLs are ELLs who have been unable to achieve English proficiency on the NYSESLAT after their 6th year of ELL services. We currently have no Long Term ELLs. Our future action plan for this group involves:

- An after school program, targeting reading and writing.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- AIS support, in addition to ESL, during the day to enrich their language and academic skills.

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

Our policy for ELL-SWD includes:

- Small group and differentiated instruction in the classroom.
- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Differentiation of instruction in all areas
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services during and after school as needed.
- In order to ensure that all students are getting the support they need, the ESL teacher collaborates with the classroom teacher, shares tips and strategies on educating ELLs and provides materials for ELLs, including NYSESLAT prep materials.

An array of materials, both print and non-print, on a variety of levels are used. Leveled classroom libraries, genre based libraries, content based libraries (baskets for math, science and social studies), and computer based programs allow for differentiated instruction. Students performing at levels 1 and 2 on the ELA use Voyager Passport materials in the extended day. The AWARD computer program is used for beginner level students in order to aid in their language acquisition and reading skills development. In addition, students have access to such websites as www.starfall.com, www.brainpop.com and www.britishcouncil.org/kids.

Materials for Math are Everyday Math Consumables with Spanish language consumables provided for students with Spanish Language literacy and/or whose parents would be enabled to help their child through the use of Spanish materials. Additionally, all students, including ELLs, are required to use Acuity and Renzulli Learning. ELLs, if literate in their native language, are provided with word-to-word glossaries for use in the content areas.

Materials for Science include Harcourt and Foss (grades 3-5) and Foss (grades K-2). Students are engaged in hands-on scientific exploration in classrooms and with a science cluster teacher. Students also have access to non-fiction science libraries. Materials for Social Studies include trade books, primary source documents and word to word glossaries for students literate in their native languages. Students have access to non-fiction texts in their classroom libraries.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teachers College Reading and Writing Workshop Model. This includes the use of high interest / low level texts. Students in grades 3-5 use Acuity. Students in grades K-3 use AWARD. All students use the Renzulli Learning Program. Students performing at level 1 and 2 in literacy have Voyager Passport for intervention instruction. Students who are emergent/beginner readers or have difficulty decoding use Wilson Foundations as well as Month-by-Month Reading and Writing. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the NYSESLAT and Beyond
- New York State Coach: ELA
- New York State Coach: Mathematics

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?

The ESL teacher, Mr. Maksoud, and the SETS teacher, Ms. Cordero, push into the classrooms to serve the needs and mandated services of ELL-SWDs, so that students do not miss out on content area instruction. The teachers modify the curriculum according to each student's Instructional Education Plan (IEP). Based on on-going assessments throughout the year, students are evaluated to determine next steps of IEP goals. Our school has a policy of trying the least restrictive setting for each student first, only switching to more restrictive if necessary, sometimes only for certain content area instruction, instead of the entire day. We also look for students with IEP that can moved to less restrictive settings.

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

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

Native Language Arts:	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

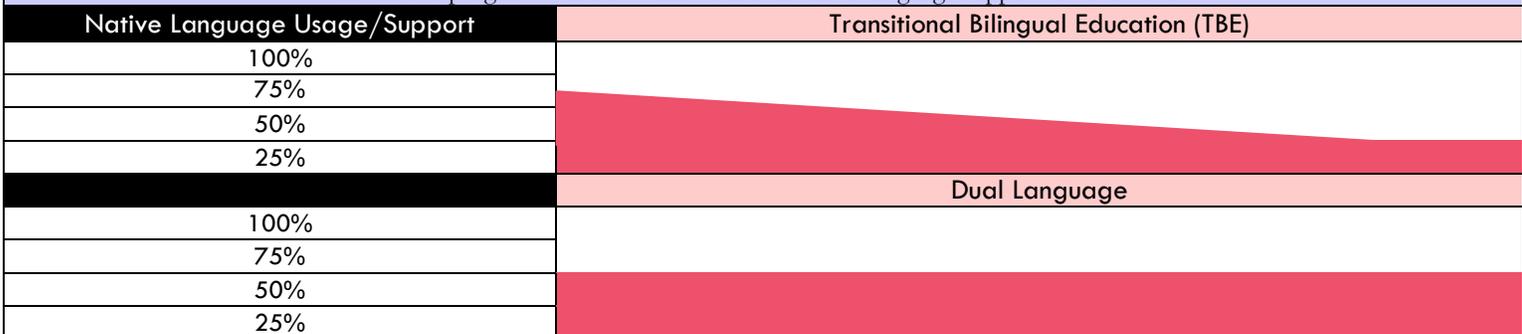
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.

For ELLs with limited Spanish literacy, several opportunities are available for Native Language instruction. ELLs who enter our school in first grade or above without emergent literacy skills in their native language receive NLA during extended day intervention services with a bilingual pedagogue. All Spanish speaking ELLs, especially those who have never attended a Spanish speaking school, are encouraged to attend an after school NLA program. Additionally, ELLs in grades 3-5 are encouraged to participate in after school programs geared to grade appropriate curriculums and standardized exams. ELLs not achieving the benchmarks in ELA or Math receive AIS during the school day as well as additional support during extended day sessions.

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

ELLs reaching proficiency receive transitional support for 2 years including small group instruction with the ESL teacher in their classrooms when possible, extended day intervention from the classroom teacher and encouragement to participate in after school ELA and content area instruction. ELLs reaching proficiency receive testing accommodations for as long as they are entitled.

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

Our school will receive grant to in order to change to a magnet school starting January 2014. Our points of interest will be math, science and technology, and new programs will be offered once the plans are finalized.

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

We will not discontinue any programs or services.

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

Any programs available to monolingual students in the school are also available to ELLs. All students take part in enrichment clusters of their choice. Enrichment clusters taken by ELLs include Sports Around the World, Drama, Latin Dance, Writer's Café and Poetry. ELLs are encouraged to participate in extracurricular activities. These include the YMCA, which is popular in the school, and which ELLs attend as well as after-school test prep for math, science and ELA.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- After School: Our After School program offers both remediation and enrichment in Science, Mathematics, ELA, and Chess and Basketball. Additionally, we offer a Native Language Arts and Multicultural Enrichment after school program. Invitations to and information for all school programs are translated into Spanish.

Spanish-speaking pedagogues call the parents of ELLs to encourage ELL participation in after school programs.

- Parent Classes: GED, both in English and Spanish classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. The parent coordinator also offers parent workshops throughout the year.

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Pajama Read Aloud, Publishing Parties, Parents as Reading Partners, Math Games Night, Career Day, various student performances, such as Hispanic Heritage, Winter Holiday and Black History. At these events, the school and community can come together to recognize student achievements in arts and academics. At school meetings and assemblies, Spanish translation is provided by a Spanish-speaking pedagogue.

- Translation and Interpretation Services: These services are offered to increase the involvement of limited English proficiency parents. Additional funding is available to translate important policy documents, mainly in Spanish. At all meetings for parents, we have translators. All letters sent home are sent in both English and Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

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

In order to ensure that all ELLs are held to the same high expectations established in the Common Core Standards, ELLs are given the same learning opportunities and the same quality instructional materials the mainstream students use. The instructional materials that are used are appropriate for teaching ESL and are sensitive to the language and culture of the students. Along with using the "Common Core ELA Standards" and "The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL", the ESL teacher integrates and scaffolds skills and strategies in the Reading and Writing Workshops. An array of materials, both print and non-print, on a variety of levels are used. Leveled classroom libraries, genre based libraries, content based libraries (baskets for math, science and social studies), and computer based programs allow for differentiated

instruction. Students performing at levels 1 and 2 on the ELA use Voyager Passport materials in the extended day. The AWARD computer program is used for beginner level students in order to aid in their language acquisition and reading skills development. In addition, students have access to such websites as www.starfall.com, www.brainpop.com and www.britishcouncil.org/kids.

Materials for Math are Envision with Spanish language consumables provided for students with Spanish Language literacy and/or whose parents would be enabled to help their child through the use of Spanish materials. Additionally, all students, including ELLs, are required to use Acuity and Renzulli Learning. ELLs, if literate in their native language, are provided with word-to-word glossaries for use in the content areas.

Materials for Science include Harcourt and Foss (grades 3-5) and Foss (grades K-2). Students are engaged in hands-on scientific exploration in classrooms and with a science cluster teacher. Students also have access to non-fiction science libraries.

Materials for Social Studies include trade books, primary source documents and word to word glossaries for students literate in their native languages. Students have access to non-fiction texts in their classroom.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teachers College Reading and Writing Workshop Model. This includes the use of high interest/low level texts. Students in grades 3-5 use Acuity. Students in grades K-3 use AWARD. All students use the Renzulli Learning Program. Students performing at level 1 and 2 in literacy have Voyager Passport for intervention instruction. Students who are emergent/beginner readers or have difficulty decoding use Wilson Foundations as well as Month-by-Month Reading and Writing. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the NYSESLAT and Beyond
- New York State Coach: ELA
- New York State Coach: Mathematics

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

Although the classroom and ESL teacher only use English for instruction, the student is provided native language support when the goal of the instruction is for the student to understand a concept or strategy. Classroom teachers who speak the native Language are encouraged to provide native language support to their ELLs whenever appropriate and possible. English is used for instruction when language acquisition is the target. For example, when it is important that the student understands the literacy skill to pay attention to how the character feels, the student is provided with a translation. However, when the goal is for the student to acquire the vocabulary of character feelings, instruction is provided in English and support with visual diagrams or dramatic contextualization. Additionally, the students will express themselves in the language that would best support the lesson goal. For example, when the target is reading or writing stamina, the student will read or write in the language in which they can be most independent. However, when the task is to talk about their favorite part of a Read Aloud, they will listen to their English proficient partners modeling dialogue and reuse the language structures to express themselves in English, or may have accountable talk with a Spanish-speaking classmate.

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

16. Since support and resources take place in the ELLs' classrooms, both support and resources correspond to ELLs' ages and grade levels. When ELLs are serviced in the ESL classroom, the teacher abides by the ELA Common Core Standards as well as the ESL Standards for the appropriate grade level as well as collaborates with the classroom teachers in order to support the students in their areas of highest need. We recognize that it is very appropriate to have grade appropriate content for any level reader of every age. We have High-Interest Low-Level libraries in every classroom.

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.

When students are registered over the summer, a staff member takes the family on a tour of the building and has an informal orientation touching on topics such as school policies, school uniform and necessary supplies. The parent and student have the opportunity to ask questions and meet the teacher if he or she is present. For ELLs who enroll throughout the school year, the ESL teacher and the bilingual SETS give orientation to the parents of the ELLs and encourage them to attend the first day or at least a couple of periods with the student in the class. During the orientation they are made aware of the programs offered in the school, the afterschool activities and are introduced to ARIS.

18. What language electives are offered to ELLs?

We do not offer language electives.

19. For schools with dual language programs:

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

a. The Dual Language program model is 50%/50%. Spanish and English are used equally for instructional time.

b. The Dual Language Kindergarten, First-Grade and Second-Grade are self-contained; therefore, the EPs and ELLs are together for 100% of the instructional day, including all content areas.

c. Language is separated for instruction by time, with one language being used in the morning and the other in the afternoon. This schedule alternates daily.

d. Our Dual Language Kindergarten, First-Grade and Second-Grade are Self-Contained.

e. Both Dual Language programs use the "rollercoaster" model in the classroom. This means that the teachers alternate the language used from morning to afternoon and from day to day. For example, if on Monday English is used in the morning and Spanish in the afternoon, on Tuesday, Spanish is used in the morning and English in the afternoon and so on. This pattern ensures that students truly get an equal amount.

C. Professional Development and Support for School Staff

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

1. Workshops taken by teachers of ELLs include:

- Scaffolding in the content areas
- Achieving Success for ELLs: A Common Understanding of What Works
- Data Driven Instruction
- Accessing and using English Language Learner Periodic Assessment Data
- Differentiation in the classroom
- In-house Aussies mathematics PDs for both lower and upper grades
- In-house TC workshops provided by TC staff
- DL teachers also receive professional development at BETAC
- Co-teaching: How to have a successful push-in ESL model?

2- All teachers of ELLs are encouraged to attend workshops that will help them to support ELLs as they engage in the CCLS. The Office of English Language Learners offers many well designed workshops throughout the school year and during the summer vacation that provide teachers of ELLs with the knowledge they need. Those workshops included:

- Literacy in the Dual Language Classroom
- Enacting CCLS practices to support achievement for ELLs in math.
- Reading and writing non-fiction: instructional implications for ELLs.
- Bilingual Special Education: What's special about Bilingual Special Education?
- Creating opportunities for ELLs to succeed in the Common Core: The Research-Based Approach.

3. ESL and classroom teachers assess students' English language acquisition (using NYSESLAT and NYS ELA) and work with the guidance counselor and parents to meet the needs of students as they transition from our elementary school to their middle school.

4. To ensure the receipt of 7.5 hours of ELL training for all staff who do not have an ESL or Bilingual license, 3 years ago, all staff attended a full-day workshop. All subsequently hired staff were sent to ELL professional development full-day workshops at the Teacher's College Reading and Writing Project (TCRWP). There will also be a PD provided by network leaders for any teachers who have not received the 7.5 hours of ELL training.

Our in-school and off-site Professional Development program focuses on:

- *the literacy needs of our ELL population within the prescription of the TCRWP.
- *scaffolding instruction for ELLs in Math and Science through the use of manipulatives and experiments.
- *using technology and online resources to make content area instruction more comprehensible for ELLs

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. The parents and teachers have formed a Parent Teacher Association. The Parent Coordinator facilitates workshops for parents throughout the year such as "Helping your child with homework," "All about the ELA exam," and "All about the NYS Math Exam." We offer a free, after school GED program for English speaking parents and a separate one, taught in Spanish, for Spanish-speaking parents. Parents are invited to be active participants in their children's education through monthly "Parents as Reading Partners" and "Parents as Math Partners," an annual Reading Tea Party, and various school assemblies. Parents are welcome to volunteer in the classroom. All materials are provided in Spanish and English. A Spanish speaking pedagogue translates throughout assemblies and meetings.
 2. Our school partners with Teacher's College (TC) and the YMCA. Both TC and the YMCA provide workshops through the year to support parents. We also have Family Dynamics who provide parenting workshops.
 3. We evaluate the needs of parents through surveys, parent request and personal contact between staff and parents. The school asks all parents, including parents of ELLs, to fill out a survey to identify the parents' needs and interests in workshops and services. Also, as teachers get to know their students and the parents of their students, teachers make recommendations for workshops and services.
 4. Using the requests and forms from parents and feedback from staff and teachers, we provide the support that parents need for their personal growth, including GED for Adults, and what they need to support their children as successful learners, including workshops on Teachers College Reading and Writing Project, math, science and social studies curriculums and exam support.

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Samuel C. Barnes

School DBN: 13K054

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lorna Khan	Principal		11/7/13
Roxanne James	Assistant Principal		11/7/13
Evangeline Umphery	Parent Coordinator		11/7/13
Nabil Abdel Maksoud	ESL Teacher		11/7/13
	Parent		11/7/13
Zuilyn Guerra	Teacher/Subject Area		11/7/13
	Teacher/Subject Area		11/7/13
	Coach		11/7/13
	Coach		11/7/13
Tasheema Norfleet	Guidance Counselor		11/7/13
	Network Leader		11/7/13
Yvonne Cordero	Other <u>IPE Teacher</u>		11/7/13
	Other _____		11/7/13
	Other _____		11/7/13
	Other _____		11/7/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13k054 School Name: Samuel C. Barnes Elementary School

Cluster: 6 Network: 612

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.

Using biographical data, home language survey responses, information from applications to P.S. 54, and reviewing of ARIS and ATS data (RHLA Report), we identified households wherein English may not be the primary spoken language. This information was confirmed during informal interview with parents and guardians during the process of registration in addition to phone calls to the homes.

- The ESL teacher studied the (RHLA) ATS report to determine the languages spoken by the families of our students.
- Parent Surveys are given every year. Several questions were specifically addressed to parents concerning how the school communicates with them.
- For new admits to the school, a trained pedagogue carries out an informal interview with the parent and student which gives a clear idea about the need of the parent for translation services.

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.

- It was determined that 6 languages are spoken by the students of P.S. 54 and their families. 68% speak English, 26.4% speak Spanish, 2.4% speak Bengali, 2% speak Arabic, 0.8% Speak Mandarin, and 0.4% speak Hitian Creole. Along with these data, the school also looked at the "softer" data from our surveys concerning the parents' perceptions of how P.S. 54 communicates with them regarding their children. These two forms guided our initiatives to support translation services. These findings were shared with school staff in faculty meeting, with students through school public announcements, and with parents through school letters, Parent Coordinator Workshops, Monthly Principal/Parent Breakfast meetings, and at Parent Association meetings.
- It was found that several areas of translation were needed. It was determined that oral translation services were needed specially when

newcomers register in the school. It was also determined that parents wanted translations of documents that get sent home in the bookbags of students with announcements and memos concerning a variety of topics from the school such as parent conferences, PA meetings, monthly newsletters, etc. Our school's parent coordinator notifies parents of translations and translation options on the school's website.

- Teachers, deans and other school staff utilize the NYC DOE Translation and Interpretation Unit to communicate effectively with parents/guardians.

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.

- NYCDOE translation services will be utilized when documents are deemed critical or sensitive. We will rely on the accuracy of this service for sensitive, timely or private information that requires the highest level of accuracy to the original documents.
- In-house staff such as our Spanish, and Arabic, speaking persons will translate written documents, such as letters and the Parent Coordinator's monthly Parent Newsletter. The school formed a team of two bilingual teachers to help with oral and written translation.
- Free web-based translation solutions are also used. Google web page translation services and other online translation services such as AltaVista Babel Fish Translation are used for written communication that is not critical information regarding student news or informal areas where we are unable to attest to the reliability of the translation.
- Title I translation and Tax Levy funds are used to pay for outside contractors during parent teacher conferences and workshops.

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.

- Bilingual teachers in our school will translate for after-school parent meetings such as Open School Night, PA meetings and other informational school meetings for parents.
- School staff will use the free NYCDOE phone conference translation service for parent conferences.
- In-house staff such as our Spanish and Arabic speaking persons translate oral person-to-person or phone conferences with parents on a regular basis.
- Free web-based translation solutions are also used. Google web page translation services and other text translation services such as

AltaVista and Babel Fish sites are used for written communication. These text solutions are then read by parents when we do not have a verbal translator.

- Outside contractors are used (as needed). However, due to the high expense of such services, these services are used infrequently.

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>.

P.S. 54 will follow the regulations and guidelines within Section VII of Chancellor's Regulations A-663. Some of the guidelines are already in place. There is currently a sign in eight primary languages in front of the main office informing parents that translation services are available at their request. According to A-663, parents will receive a written notification of their rights regarding translation and interpretation services and instructions on how to obtain such services. Parents will also be provided with the safety plan procedures of the school in the language spoken at home. In addition parents will be provided with "School Safety Plan" and the "Parents' Bill of Rights and Responsibilities", each according to language spoken at home based on the data we have on ATS. For that purpose, when a student initially registers or transfers into the school, a parent or legal guardian will be asked to specify his or her primary language and whether they require language assistance. Such inquiries will be presented to parents in English and in writing in the commonly spoken languages by parents of our students. The data will be carefully compiled and continuously updated into the school computer system.

Budget for Translation of parent transaction services/documents: The available budget for Translation will be used to fund per session for translation services at parent involvement events, as well as to translate documents, such as Open House Flyers, Applications, Calendars, and Parent Handbook at events and New Student Annual Orientations. We can also secure funds to secure staff to attend PTA meetings who speak several languages. This was decided as a need through the use of ATS data analysis, student interviews, home language surveys upon enrollment and student applications to our school. In addition, the School safety plan contains a provision and a procedure for parents in need of language assistance to be able to communicate with the administrative offices.

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: Samuel C. Barnes	DBN: 13K054
Cluster Leader: _____	Network Leader: Margarita Nell
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 15 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

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: PS 54 2012/2013 Title III Plan drives our supplemental instructional program for grades 6-8 in both the Dual Language and the Freestanding ESL programs that our school provides this school year. Title III supplemental services will offer ESL and ELA to our ELLs who have not met the required levels of proficiency in ESL in Kindergarten, Grade 1 and Grade 2 as most of the ELLs in PS 54 are in these three grades. In addition, newcomer ELLs in the testing grades will The services offered through Title III supplemental services are intended to supplement the services offered to our ELLs throughout the school day and after school extended day.

PS 54 serves its limited English proficient students through two programs, the Spanish Dual Language program in grades K, 1 and 2 as well as the freestanding ESL program which services all other ELLs. The ESL teacher provides 360 minutes per week of explicit ESL instruction to Beginner and Intermediate students either in their own classrooms or in the ESL classroom. The certified ESL teacher provides 180 minutes per week of ESL instruction to Advanced students in their own classrooms or in the ESL classroom and the classroom teacher provides 180 minutes per week of explicit ELA instruction. Native Language support is provided when appropriate and possible. In the DL classroom, the bilingual certified classroom teachers provide 360 minutes per week of explicit ESL instruction and 90 Minutes of explicit NLA instruction to Beginner and Intermediate students. The Advanced students receive at least 180 minutes of both ELA and ESL per week and at least 45 minutes NLA instruction. There are currently 12 ELLs being serviced in the DL classrooms and 18 students receiving ELS services. Five of these students are serviced as per their IEPs. There is a total of 31 ELLs at PS 54.

A seven week residency named Puppetry in Practice will be conducted in January 2013. This is a researched based program which has been very effective in helping ELLs make progress in English language acquisition. Five classes (including three Dual Language classes) will participate in a seven week residency which incorporates ESL methodologies, puppetry, story-telling and book arts to improve literacy. The program is a residency program with author-illustrator Angelo DeCesare and is scheduled once a week, during the regular school day, in the students' classrooms. Students become writers with Flip's Fantastic Journals, while exploring themes and characters in Flip's Fantastic Journals. Students also create their own adventures for the characters. They then create stories of their own and share them using pjuppets and book arts. Parents will also take part in a workshop that will focus on how they can help their child at home. This program services all ELLs in grades K-2, totaling 15.

In addition, an after-school program which will provide English Language help to ELLs is currently under way. This program, which will either meet weekly for 15 weeks or once weekly until the end of the school year, for a total of 30 hours, and will target newcomers in the testing grades. These students will receive homework help and tutoring from the ESL teacher and four content area teachers and teachers completing their transitional bilingual certifications.

Part B: Direct Instruction Supplemental Program Information

Trips are an important component of how students also acquire language and is included in the overall program of the school. In addition students will be exposed to venues that supports both cultural diversity and content in science and the arts. Trips will be organized for the Brooklyn Children's Museum, Chinese Museum and El Museo del Barrio.

The school will purchase materials and general supplies for all Title III programs including books such as the bilingual dictionaries, chart paper, notebooks, loose leaf paper, markers, and NYSESLAT tutoring guides to help our students become more proficient in the English Language and meet the city and state mandates. Evidence of our success will be standards based, data driven assessments by state standardized exams including the NYSESLAT, reading and math assessments, ongoing class assessment and report card grades.

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: Professional Development focuses on providing ESL and ESL Content Area teachers with differentiated instruction strategies for teaching the English Language Learner. Its primary function is two folds: to provide ESL and ESL Content Area teachers with English language learners research based pedagogical strategies to best meet the needs of our ELLs, to prepare ELLs to meet and exceed NYS performance standards and to be successful on all State Assessment examinations through data driven instruction. Professional development will focus on: types of supportive services, differentiated instruction, development of strategies to be successful on assessment and instructional strategies to enhance student's skills for success.

The Bilingual certified teachers, the ESL teacher, and the ELA teachers working with ELLs as well as teachers from other content areas who teach ELLs participate in these professional development sessions. They participated in professional development workshops as of September and will continue to attend many of the sessions offered by the Office of English Language Learners, as well as by other institutions. In addition teachers in grade 2 will receive professional development from the Parks Foundation to support a science based program that engages students in real world application of science. This program allows for hands on activities, which is critical for acquisition of the science content for ELLs.

The school has a general calendar for the professional development sessions as follows:

- a. One and half days of professional development sessions on the 4th and 5th of September 2012.
- b. A full day of professional development session on November 6, 2012.
- c. A full day of professional development sessions on June 6, 2013.

Part C: Professional Development

d. 50 minutes professional development/grade level meetings every Thursday.

e. ESL teacher will participate in 4-5 full day professional development in workshops offered by the office English Language Learners.

The above professional development sessions will cover the following topics:

- > Scaffolding in the content areas
- > Achieving Success for ELLS: A Common Understanding of What Works
- > Data Driven Instruction
- > Accessing and using English Language Learner Periodic Assessment Data
- > Differentiation in the classroom
- > ESL in the Mathematics classroom
- > Balanced Literacy for ELLs
- > TC Workshop for ESL teachers: ESL Teachers and Balanced Literacy: Planning and Teaching in Ways Which Align with Units of Study and Components of Balanced Literacy Not Bumping in the Classroom Teaching
- > Adapting the Writing Workshop to meet ELL needs
- > Adapting the Reading Workshop to meet ELL needs

To ensure the receipt of 7.5 hours of ELL training for all staff who do not have an ESL or Bilingual license, 3 years ago, all staff attended a full-day workshop. All subsequently hired staff were sent to ELL professional development full-day workshops at the Teacher's College Reading and Writing Project (TCRWP) Our in-school and off-site Professional Development program focuses on:

- > the literacy needs of our ELL population within the prescription of the TCRWP.
- > scaffolding instruction for ELLs in Math and Science through the use of manipulatives and experiments.
- > using technology and online resources to make content area instruction more comprehensible for ELLs.
- > Wilson Program for Academic Intervention teachers.

Teachers will also receive professional development to support ELLS in science through the City Parks Foundation in the spring.

Due to the professional development opportunities that the Dual Language teachers take advantage of, part of the title III funds have been allocated to per diem substitutes in order to provide absence coverage during these workshops. A total of \$1,341 has been reserved for this purpose, which allows the

Part C: Professional Development

teachers a combined total of 8 days of absence coverage for off-site professional development opportunities.

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 involvement of the parents and the family in the study and school activities of their children is very important for many reasons. Research has shown that family participation in education was twice as predictive of students' academic success as family socioeconomic status. It has also shown that the more intensely parents are involved, the more beneficial the achievement effects and the higher grades, test scores, and graduation rates the students achieve. Moreover, this results in better school attendance, increased motivation, better self-esteem, lower rates of suspension and fewer instances of violent behavior.

Parent Orientation Workshops are offered to all parents in September, and ELLs parent orientation sessions are held the second week of September and throughout the school year to the parents of newly admitted ELLs. At these workshops and orientation sessions the school uniform policy, monthly calendars and all activities are explained to the parents. There is a questions and answers period available after the workshops. Translation is always available for parents in commonly spoken languages among the parents of our ELLs.

Parent Engagement:

- > Parents as Reading Partners
- > Parents as Math Partners
- > Parent Literacy library access in English and Spanish
- > Cultural events to engage parents - Hispanic Heritage celebration
- > Include parents on trips to museums

These sessions are offered by the school staff and/or by professionals appointed by the school for sessions the school does not have the qualified staff to offer.

The parents are notified by mail, flyers, brochures, and phone calls. Translation of the written and spoken communications with parents will be available in all the language spoken in our school i.e. English, Spanish, Bengali, Arabic, and Chinese.

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 	_____	_____
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	_____	_____