

2014-2015

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE WINDSOR TERRACE SCHOOL
DBN (*i.e.* 01M001): 15K154
Principal: ERIC HAVLIK
Principal Email: EHAVLIK@SCHOOLS.NYC.GOV
Superintendent: ANITA SKOP
Network Leader: NEAL OPROMALLA

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Eric Havlik	*Principal or Designee	
Laura Varriale	*UFT Chapter Leader or Designee	
Abby Polanca	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Mathew Ragsdale	Parent	
Amy Baker	Parent	
Ali Mancini	Parent	
Ruth Carter	Parent	
Patti McDonnell	Parent	
Jodi Harris	Parent	
Rosemary Graham	Teacher	
Melinda Fought	Teacher	
Eva Giamboi	Teacher	
Regina Witkowski	Teacher	
Christine Luo	Teacher	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, the percentage of all students (inclusive of Students with Disabilities (SWD), Limited English Proficient (ELL), Hispanic or Latino, Economically Disadvantaged, and Asian or Native Hawaiian/Other Pacific Islander students) performing at or above grade level in English Language Arts (ELA) will increase 5% as measured by the 2015 NYS ELA assessment.

Comprehensive Needs Assessment

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

After a careful analysis of our school's New York State Education Department (NYSED) assessment data, we identified an 18.2% increase in students that performed at or above grade level on the 2014 New York State (NYS) ELA assessment. Although we are pleased with this improvement, we are still concerned that 35% of the population did not perform at or above grade level, Specifically, 81% (38/47) of our SWD and 100% (4/4) of our ELL students scored either below or far below grade-level standards. Because of these concerns, we concluded that this was a target area for growth in the 2014-2015 school year.

Instructional Strategies/Activities

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

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

1. The ELA curriculum will continue to be based on the Teachers College Reading and Writing Project (TCRWP). On-site professional development will be provided for all teachers in grades K through 5. Professional development will focus further aligning units of study to the Common Core Learning Standards, raising the overall level of instruction through the lens of the Danielson Framework and the use of pre and post on-demand writing pieces to inform instruction. Monthly planning and lab sessions will assist with best practices in reading and writing instruction. In addition, all teachers will participate in one off-site professional development session with Teachers College in order to familiarize themselves with current concepts in reading and writing pedagogy.
2. In the lower grades, we will implement the Foundations phonics program throughout grades K-2. Teachers will attend periodic professional development including inter-visitations
3. Students who have been selected for Academic Intervention Services (AIS) will be offered opportunities for additional instruction after school in the form of reading support clubs. NYS ELA proficiency levels and related academic work will be used to identify and select students who will benefit from AIS.
4. Using the Danielson framework as a lens, informal and formal observations will be performed by the administrative staff throughout the year to provide feedback to teachers and to generate discussions about teacher goals.

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

1. All teachers, including Special Education Teacher Support Services (SETSS) and ESL, school administrators, staff developers, both TCRWP and Network
2. All teachers, including SETSS and ESL, school administrators, staff developers both TCRWP and Network
3. All teachers, including SETSS and ESL, school administrators
4. All teachers, including SETSS and ESL, school administrators

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

1. By June, school administrators will meet with TCRWP staff developers after every session to debrief and discuss next Professional Development (PD) steps. PD plans will be adjusted based on the progress teachers and student are making towards meeting individual and school wide goals. A mid-year meeting with the staff developers will take place to discuss teacher progress and next steps. Throughout the year, progress, effectiveness and impact will be monitored based on student achievement on running records and on-demand writing tasks
2. Throughout the year, progress, effectiveness and impact will be monitored based on student achievement on periodic quizzes.
3. Throughout the year, Inquiry Teams will meet once a week as a grade to discuss student achievement and identify alternative instructional methods that can be used with AIS students.
4. By June, school administrators will complete either four informal observations or one formal and two informal observations which will include constructive feedback to teachers.

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

1. September-June

2. September-June
3. September-June
4. September-June

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

1. Grade common preps, contractual weekly PD, TCRWP staff development, TCRWP units of study, Network staff development
2. Grade common preps, contractual weekly PD, citywide PD, Foundations materials, Network staff development
3. Grade common preps, contractual weekly PD
4. Grade common preps, citywide PD, In school staff development days, EngageNY, Network staff development

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Information provided for parents is done via our school website, which can be translated into any of 64 languages
- Information will be disseminated via a monthly newsletters from the staff and principal
- Meetings will be scheduled to discuss the needs of our level 1 and 2 students
- Parents will be provided with internet access information for the following: the Quality Review (QR), Learning Environment Survey (LES) and the Elementary School Quality Snapshot; copies of the Common Core Learning Standards (CCLS); current reading levels that have been aligned to the CCLS, and monthly curriculum newsletters
- The school will provide parents with comprehensive individualized narratives to accompany report cards including specific strategies to support student achievement
- The school will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to First Friday events, Curriculum Night, publishing parties and community-building social events
- Teachers and parents will periodically meet, email, or engage in phone conversations to discuss strategies to overall improve ELA results
- Parent coordinator will conduct workshops that focus on ELA strategies

Budget and Resource Alignment

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

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

n/a

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, the percentage of all students (inclusive of SWD, ELL, Hispanic or Latino, Economically Disadvantaged, and Asian or Native Hawaiian/Other Pacific Islander students) performing at or above grade level in Math will increase 5% as measured by the 2015 NYS Math assessment.

Comprehensive Needs Assessment

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

After a careful analysis of our school's NYSED assessment data, we identified a 26.9% increase in students that performed at or above grade level on the 2014 NYS Math assessment. Despite this improvement, the fact that 34% of the population was below grade level is a matter of concern. Specifically, 76% (35/46) of our SWD and 80% (4/5) of our ELL students scored below or far below grade-level standards. Because of this, we determined that this was a target area for growth in the 2014-15 school year.

Instructional Strategies/Activities

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

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

1. Summer of 2014, teachers will engage in an extensive effort to align instruction in GoMath to the Common Core Learning Standards (CCSL).
2. In the fall, teachers will be allotted alignment planning time during the first two professional development days, during grade meeting periods and throughout the school year.
3. Full day Professional Development seminars in Go Math will be provided on site to all teachers.
4. Learning Communities focused on the utilization of Achievement Reporting and Innovation System (ARIS) as a data tool will meet periodically to create skill based student groups in math.
5. Grade leaders will be provided with professional development around the Math Exemplars program and present their findings at staff and grade meetings.
6. Teachers will implement the Math Exemplars as a way to address gaps in the GoMath program and the expectations of the CCSL.
7. Academic Intervention services will be provided for students that are struggling to meet grade-level academic expectations.

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

1. Grade leaders, school administration
2. All teachers, school administrators
3. All teachers, school administrators
4. All teachers, school administrators
5. Grade leaders, school administrators
6. All teachers, school administrators
7. All teachers, school administrators

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

1. By the first day of school, teachers will have reviewed and planned first unit of study
2. By November, all teachers will have engaged in three common planning periods around the GoMath program
3. By February, all teachers will have participated in two full day, onsite trainings lead by the Network staff developer
4. By January, all teachers will have participated two ARIS study groups including analyzing student achievement data for their students
5. By April, all teachers will have participated in two professional development sessions aimed at infusing Math Exemplars into GoMath
6. By April, all teachers will be integrating 2-3 Math Exemplars problems into each GoMath unit
7. By June, there will be a 5% increase in students who are on or above grade level, as evidenced by the 2015 NYS Math assessment

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

1. August-September
2. September-November
3. September-February

4. September-January
5. September-April
6. September-April
7. September-June

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

1. GoMath materials, per session, citywide PD
2. GoMath materials, common planning periods, in-school professional development days, contractual weekly PD
3. GoMath materials, network staff developer
4. Common planning periods, per session
5. Network staff developer, Math Exemplars staff developer
6. Math Exemplars problems, common planning periods
7. Extended day sessions, GoMath materials, Math Exemplars problems

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The staff will provide parent workshops on topics ranging from the CCLS to GoMath and the Math Exemplars program.
- Specialized workshops will be conducted for the parents of ESL and Special Education students.
- The principal will discuss the CCLS during PTA meetings and conduct a special presentation on how PS 154 is aligning our math work to the CCLS.
- Parents will be provided with monthly curriculum newsletter from teachers with updates that will highlight the math work that is taking place at the school.
- Information about performance tasks and professional development will be disseminated to parents via the principal's monthly newsletter
- Teachers will communicate results of performance tasks to parents with feedback as to how to help students improve in their understanding of mathematics
- Information provided for parents is done via our school website, which can be translated into any of 64 languages
- Parents will be provided with internet access information for the following: the PR, QR, LES and the Elementary School Quality Snapshot; copies of the CCLS; and current levels in mathematics.
- The school will provide parents with comprehensive individualized narratives to accompany report cards including specific strategies to support student achievement
- Teachers and parents will periodically meet/engage in conversations about their child's progress.
- The school will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to First Friday events, Curriculum Night, publishing parties and community building social events
- Parent coordinator will conduct workshops that focus on math strategies

Budget and Resource Alignment

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

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

n/a

Goal and Action Plan #3

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

Annual Goal #3

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

By June of 2015, 25% (13 out of 53) of fourth and fifth grade students performing in the bottom 1/3 in mathematics will demonstrate an increase in proficiency, i.e., move from a level 1 to level 2, or from level 2 to level 3 as evidenced by progress achieved on the 2015 NYS Math assessment.

Comprehensive Needs Assessment

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

After careful analysis of our NYS Math data, it was determined that 21 students in the bottom 1/3 scored a level 1 on the NYS Math assessment. In addition, 52 students scored a level 2. Although this was an improvement from last year (29 students scored a level 1 and 38 students scored a level 2), we have identified a continued need to focus our resources on our lowest performing students.

Instructional Strategies/Activities

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

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

1. Summer of 2014, teachers will engage in an extensive effort to align instruction in GoMath to the CCSL, and to become familiar with the GoMath Response to Intervention (RTI) resources.
2. In the fall, teachers will be allotted alignment planning time during the first two professional development days, during grade meeting periods and throughout the school year.
3. Full day Professional Development seminars in Go Math will be provided on site to all teachers.
4. Learning Communities focused on the utilization of ARIS as a data tool will meet periodically to create skill based student groups in math.
5. Grade leaders will be provided with professional development around the Math Exemplars program and present their findings at staff and grade meetings
6. Teachers will implement the Math Exemplars as a way to address gaps in the GoMath program and the expectations of the CCLS.
7. Academic Intervention services will be provided for students that are struggling to meet grade-level academic expectations.

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

1. Grade leaders, school administration
2. All teachers, school administrators
3. All teachers, school administrators
4. All teachers, school administrators
5. Grade leaders, school administrators
6. All teachers, school administrators
7. All teachers, school administrators

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

1. By the first day of school, teachers will have reviewed and planned first unit of study
2. By November, all teachers will have engaged in three common planning periods around the GoMath program
3. By January, all teachers will have participated in two full day, onsite trainings lead by the Network staff developer
4. By January, all teachers will have participated two ARIS study groups including analyzing student achievement data for their students
5. By April, all teachers will have participated in two professional development sessions aimed at infusing Math Exemplars into GoMath
6. By April, all teachers will be including 2-3 Math Exemplars problem into each GoMath unit
7. By June, 25% (13 out of 52) of students in the bottom 1/3 in mathematics will move from the level 1 to level 2 as evidenced by the 2014 NYS Math assessment.

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

1. August-September
2. September-November
3. September-January
4. September-January

5. September-April
6. September-April
7. September-June

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

1. GoMath materials, per session, citywide PD, weekly contractual PD
2. GoMath materials, common planning periods, in-school professional development day
3. GoMath materials, network staff developer
4. Common planning periods, per session
5. Network staff developer, Math Exemplars staff developer
6. Math Exemplars problems, common planning periods
7. Extended day sessions, GoMath materials, Math Exemplars problems

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The staff will provide parent workshops on the CCLS in math, GoMath and Math Exemplars program.
- Specialized workshops will be conducted for the parents of ESL and Special Education students.
- Meetings will be scheduled with parents of level 1 students
- The principal will discuss the CCLS during PTA meetings and conduct a special presentation on how PS 154 is aligning our math work to the CCLS.
- Parent will be provided with monthly curriculum newsletter from teachers with updates that will highlight the math work that is taking place at the school.
- Information about performance tasks and professional development will be disseminated to parents via the principal's monthly newsletter
- Teachers will communicate results of performance tasks to parents with feedback as to how students improve in their understanding of mathematics
- Information provided for parents is done via our school website, which can be translated into any of 64 languages
- Parents will be provided with internet access information for the following: the PR, QR, LES and the Elementary School Quality Snapshot; copies of the CCLS; and current levels in mathematics.
- The school will provide parents with comprehensive individualized narratives to accompany report cards including specific strategies to support student achievement
- Teachers and parents will periodically meet/engage in conversations about their child's progress.
- The school will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to First Friday events, Curriculum Night, publishing parties and community-building social events
- Parent coordinator will conduct workshops that focus on math strategies

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Foundations, Reader's Theater, Fluency Support, Reader's Workshop	Small Group, Tutoring	During school, after school (Reading/Writing Support Clubs)
Mathematics	Lesson Preview,, GoMath RTI program, Homework Review	Small Group, Tutoring	During school, after school (Math Support Club)
Science	4th Grade Science Lesson Preview, Review, Foss	Small Group	During School
Social Studies	Technology and Resource Assistance, (i.e. Primary Text)	One-To-One	During School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Lesson Preview, Homework Review, Writing Assistance	One-To-One	During School (push-in to classrooms)

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 15	Borough Brooklyn	School Number 154
School Name Museum Alliance for Science and Tech		

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 Eric Havlik	Assistant Principal Michael Buckley
Coach type here	Coach type here
ESL Teacher Elana Rabinowitz	Guidance Counselor type here
Teacher/Subject Area Irene Vazquez/IEP Teacher	Parent type here
Teacher/Subject Area type here	Parent Coordinator Debbie Watenbarger
Related Service Provider type here	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	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	550	Total number of ELLs	39	ELLs as share of total student population (%)	7.09%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0
ESL	29	0	3	8	0	7	2	0	2	39	

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	29	0	3	8	0	7	2	0	2	39
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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	2	5	4	1	2								20
Chinese	1	5	5											11
Russian	2		1											3
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1		1	1								4
TOTAL	10	8	12	4	2	3	0	39						

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)	7	1	4	0	0	1								13
Intermediate(I)	1	5	3	0	0	0								9
Advanced (A)	3	2	5	4	2	2								18
Total	11	8	12	4	2	3	0	0	0	0	0	0	0	40

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													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	3	1	0	7
4	3	1	0	0	4
5	1	1	0	0	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	0	0	3	0	3	0	0	0	6
4	3	0	0	0	1	0	0	0	4
5	1	0	0	0	1	0	0	0	2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	3	0	1	0	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:

- 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.
 - PS 154 uses a variety of assessment tools to gather information regarding the needs of its students, including ELLs. The primary assessment tools are: Fountas & Pinnell, TCRWP, and Wilson. Once a year, the NYSESLAT exam is administered to assess the progress of the ELL population. This year the majority of our K-2 students are in the beginner/intermediate range, allowing our focus

to be on reading and writing and phonemic awareness. In our upper grades the majority of our students have reached the advanced level, and therefore our instruction is more alligned to the rigor of the common core curriculum. The break down for each grade is as follows: In kindergarten we service 6 Beginners, 1 intermediate, and 3 advanced students. In first grade we service one beginner, 5 intermediates and 2 advanced students. In second grade we service 4 beginners, 3 intermediates and 4 advanced students. In third grade we service 3 advanced students. In fourth grade we service 2 advanced students. In fifth grade we service 2 advanced students and 1 beginner student. Our ESL teacher uses the year benchmark from TC and item analysis to determine ELA teaching points. We have noticed that the majority of our ELL students are two to three grades behind in reading according to the TC benchmarks, and are working on creating programs in addition to the morning AIS that address in increase literacy skills. This data will help inform our school's instruction by using the results to drive instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. The NYSESLAT data shows that many ELLs are making incremental gains and moving to the next proficiency level to become language proficient. This year, 10 out of 46 students passed and became proficient. ELLs who are in the beginning level are mostly newcomers or in the early grades (K-2), with the exception of one new arrival in the fifth grade. This year based on the LAB-R results, 9 students were eligible for ESL services. Of those 9 students, 6 scored at the beginner level and 3 are advanced. 8 of the 9 students are in kindergarten allowing us to work directly with the classroom teachers to create materials to support their needs focusing on all four modalities of ESL instruction. After careful review of the NYSESLAT data, the patterns revealed were:
 - The majority of the students at PS 154 are beginners and intermediates (almost half of this group are students transfered here from Sunset Park)
 - Students make progress after one year in ESL in all modalities
 - Students generally score higher in Speaking and Listening than in reading and writing
 - 11 students became proficient this year in ESL, more in the grades 2-4, implying that students need a few years of ESL to gain the skills they need to enter the mainstream classes
 - Students who are former ELLs are on grade level and in many cases outperforming non-ells
 - Long-term ELLs are making minimal progress on the NYSESLAT
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](#))

The information for this question is not availalbe at this time.
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?
 - 4a. Ells appear to score lowest in writing and reading according to the NYSESLAT, indicating a need for additional instruction in those areas. This year we had a large increase in the number of ELLs that reached proficiency on the NYSELAT (11 of the 46), across all grades, with the largest number s in 2nd and 3rd grade). All of our advanced students reached proficiency in speaking gearing instruction towards more specific work for reading and writing in line with the demands of the common core curriculum. Of those that took the NYSESLAT, the patterns we are noticing that the majority of our students are proficient in speaking, yet still the lowest scores are in writing, allowing our instruction to focus on assisting in this area. Another pattern we are noticing is that most of our students are increasing one level per year, and therefore have lower number of ELLs in the upper grades, and mostly advanced students in the upper grades. Our students are provided with alternate language tests and translators but have chosen the past few years to take the exams in English. In lieu of the Periodic Assessments the information is obtained through informal assessments given by the classroom teachers and ELL teacher throughout the year, in the form of one to one conferences, benchmark assessments, and personalized rubrics.
 - b. The school leadership and teachers are using the results of the informal assessments to determine what areas of focus are needed for the remainder of the year. The patterns we are noticing is that our ELLs in grades k-2 are mostly in the beginning and intermediate levels, with the greatest defecencies being in reading and writing. We had a large increase last year of 10 students from China who are also struggling in basic speaking skills and working on ways to incorporate these needs into their daily programs. Our 3,4 and 5th graders are all with the exception of one newcomer advanced English Language Learners according to the NYSESLAT. The overall consensus is that our ELLs are 1 -2 grade levels behind in writing and areas of convention and development are our focus.
 - c. The school is learning from our informal assessments the needs of our students. The majority of our students in all grades are at least one level behind in reading and writing and thus an effort is made to increase literacy, with special focus added on phonemic awareness, with the Foundations program being implemented across all grades, with additional classes offered to our ELLs in the morning program. Native language is used when possible with the assistance of a bilingual teacher, para or in some cases classmate when providing

directions to students or clarifications on assignments.

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](#).)
5. Our school uses data to guide instruction for ELLs with the Response to Intervention (RTI) framework for grades k-5. RTI is a multi-tiered model, that provides intensive support for each level. Struggling students are provided with additional support beyond what is given in their classroom. Students progress is monitored regularly by teachers and support staff to show improvements toward meeting grade level standards. Changes to the frequency, time, or intensity of the intervention vary in accordance to the students individual needs. We move our students from Tier 1 – Tier 2 and monitor closely to see if Tier 3 is needed. Every child starts at a Tier 1. Tier one includes high quality, rigorous reading instruction (core instruction), delivered by classroom teacher, that meets the needs of most students. Use of research-based instruction or strategies that focus on meeting the needs of all students. If needed, a child moves into Tier 2, which is small-group instruction in the classroom designed for students who are not making adequate progress in Tier 1. This is in smaller groups and can be given by classroom teacher, push-in teacher, or additional service providers. These scaffolds are provided as support to the core instruction that match the needs of students identifies as at-risk through screening progress and monitoring assessments. If a child is in Tier 3, it is necessary to provide individualized and customized intervention to students with greater frequency and durations. They continue to receive core instruction, either in the classroom or at an alternate location. School wide assessments are given 3 times a year to identify student performance on grade-level reading standards. If a child is identified as needing additional support, they receive it and information is monitored. Data from these tools guide instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
At PS 154 the ESL teacher interviews the parents of each of our ELL students to discuss previous educational backgrounds and to create an action plan on how to best meet the needs of their students. The information gathered from both the HLIS and the parents allows the teachers to know what areas need to be focused on in instruction. This information is shared with all the content area teachers and materials are provided or created to assist the child in their studies. We make available a myriad of materials for the children in both English and their native languages. Classrooms are equipped with bilingual glossaries and dictionaries as well laptops and iPads are made available to students to make use of translation websites. We have multi-cultural and multi-lingual libraries available to all students. In addition we have bi-lingual paras that are available to assist our ELLs with their schoolwork in their native language. Our goal is to scaffold on the knowledge already obtained in the students native language to use as a means towards achieving academic success.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We currently do not have any dual language programs at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the progress of our current ELLs by using informal assessments, teacher conferences, and the NYSESLAT scores each year. We have noticed a general pattern that the majority of our newcomers increase at least one level on the NYSESLAT exam each year until reaching proficiency. If a child does not increase a level, we analyze the data from the test and offer additional support, such as AIS, SETTS, or additional tutoring. In addition, we confer monthly with the iep teacher, to ensure that ELL's who need additional assistance are meeting their specific goals.

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](#).)

Once a child is admitted to the NYC school system, the parents are then actively involved in the decision-making process of the child. First, parents are given a home language survey (HLSI) to identify the child's language proficiency. This survey is given in the language the parent or guardian is most proficient in by a licensed pedagogue, either the Certified ESL teacher, Elana Rabinowitz (Proficient in Spanish and Sinhala) or on days she is not present by Irene Vasquez, the bi-lingual SETTS teacher. The parents are requested to check off the languages that are spoken at home. The ESL teacher meets with the parents of all new admits who have been identified as needing ESL services to determine if the parents are in need of translation services. The Parent Coordinator, Debby Wattenbarger (English speaking) The school secretary, Marge Cammellerre (English speaking), School Aide Maritza (Spanish Speaking), Irene Vasquez (Bi-lingual SETTS teacher) are available to assist with the in the translation and interview process. Elana Rabinowitz informally interviews the child to determine language dominance within the first ten days of school. The certified ESL teacher conducts these interviews in English. If a parent speaks a language we cannot provide a translator for, we call translation and interpretation services. The ESL teacher conducts an informal interview and assessment with the child in English, providing written text, basic prose and a series of simple questions to determine basic English proficiency. If the child is identified as being dominant in a language other than English, the child is given the language battery assessment (lab-r) within 10 days of enrollment by Elana Rabinowitz to determine if the child should receive ESL or bilingual services. Spanish speaking students, are given the Spanish lab-r by Irene Vasquez, who is a licensed bi-lingual teacher. The lab-r consists of a speaking, reading, writing and listening component. The certified ESL teacher administers the speaking component and if need be additional components are administered by a licensed pedagogue, with accommodations' for special education students. The results of the lab-r determine the amount of ESL service the students should receive. The students who score at the beginning and intermediate levels are required 360 minutes of instruction per week. Students who score at the advanced levels receive 180 minutes of instruction per week. In addition, if a child is deemed eligible for ESL services, they are evaluated annually using the New York State English as a Second Language achievement test (NYSESLAT) to determine their level of proficiency. This exam is has four components, listening; speaking, the ESL teacher administers reading and writing that with the assistance of Irene Vasquez, Jennifer Morris as well as Sandra Callahan (hired for testing time) all licensed pedagogues. The students are tested in grade bands with special accommodations' made for special education students. The child takes the NYSESLAT exam until they are proficient in the English language.

Our ESL teacher, Elana Rabinowitz, prints out ATS reports to determine both student's levels and eligibility for the NYSESLAT exams. In the beginning of the year the RLAT is printed to see which students are entitled to ESL services and which have past out. Our entitled students are sent out a continued entitlement letter and those that past are sent out a letter explaining they are no longer eligible for ESL services, however, they will still be monitored and are allowed extended time for state -wide examinations. The ESL teacher then prints the RNMR report, to see where instruction needs to be focused as well as determine groups based on levels. Each year, the ESL teacher creates a schedule to administer the 4 parts of the NYSESLAT exam. A letter is sent home to the parents to inform them of the schedule and this letter is translated in the parent's native language. The ESL teacher, in conjunction with trained pedagogue, administers the 4 sections of the NYSESLAT, within the deadlines presents by the DOE. If no form is submitted the default program is bilingual.

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.

At PS 154 we ensure that all parents understand the three program choices available in NYC for English Language Learners. Parents are informed in their native language either by the ESL teacher, translator or a video in the parent's native language about the three programs available to their child. This information is given at the parent orientation within the first ten days of school. If a parent can not attend the orientation, the ESL teacher contacts the parents directly for either a private meeting or a telephone conference, within the first ten days of school. If necessary, a translator at the school, or one provided from the DOE also calls the family to inform them of the choices available. In addition, translated materials outlining the basis of the three programs are sent home with the child and/or mailed to the family within the first ten days of schools. We have three main types of programs for students who speak a language other than English at home and score below a state-designated level of proficiency in English upon entering the New York City public school system:

- Transitional Bilingual Education (TBE), where academic instruction is in both English and the native language.
- Dual Language, where academic instruction during the school day is 50 percent in English and 50 percent in another language.
- English as a Second Language (ESL), where all academic instruction during the school day is in English.

Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases. Dual Language programs provide half of the instruction in English and half in the native language of the ELLs in the program (e.g., Spanish, Chinese, Haitian Creole). Students of the native language are taught alongside English-speaking

students so that all students become bicultural and fluent in both languages. Freestanding English as a Second Language (ESL) programs provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language may be available. If after conferring with the parents and based on the parents choice, there are 15 students who speak the same language in one grade, or 15 students across two consecutive grades who speak the same language our principal would be informed, and a bilingual class would be opened up to service those students. If a parent prefers a dual language program, the ESL coordinator would assist the parent in locating a school that offers the dual language program.

The structures that are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language , Free standing ESL) are clearly presented at Parent orientations with the assistance of translators. These orientations are given within the first ten days of school with interpreters. And all subsequent follow up calls to obtain and send out specific information is also done within the first ten days of school. Letters are sent home in the families native language to inform them of locations and present the information outlining the three different types of programs offered. Parent orientations are conducted by bilingual/ESL coordinators or bilingual/ESL teachers, with the support of the school administration and the assistance of ELL specialists or parent coordinators. If a parent can not attend the orientation, the ELL teacher will either schedule a one to one conference or phone conference to explain the three programs and determine what the parents want.

The orientation follows an agenda that outlines all the program choices and specifically lets the parents know that their child has a right to placement in a bilingual program. ELL educational services are guided by Part 154 of the Regulations of the New York State Commissioner of Education (CR Part 154). CR Part 154 provides the basic requirements and procedures for ELL education. For instance, CR Part 154, as amended by the ASPIRA Consent Decree, requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in either one grade or two contiguous grades. If there are enough students to warrant a TBE class and the parents have chosen this option, the school is required to open a TBE class for those students. If there are not enough students to form a bilingual program, parents have the option of transferring their child to another school that has a bilingual program in the district; and if they choose not to transfer their child, they will remain at the school and receive ESL instruction. Failure to return the Parent Survey/Program Selection Form within the designated time will be considered a selection for the Transitional Bilingual Education program option. Before defaulting to bi-lingual, we have staff and translators call the parents within the first ten days to ensure that this is what the parents wanted. Parents are informed that their selection if for one school year. Program selection is for one school year.

At each orientation a video is presented for ELL Parents (Updated native language versions of the video are available to meet parents' language needs. If there is not a version of the video in the language needed at your school, parents may view the English video with an interpreter). The three choices are explained in the video and then there is an opportunity to ask questions about available bilingual/ESL services and program models. All information is inputted in the ELPC screen in ATS as per the parent's choice by either the ESL teacher or the pupil personnel secretary.

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 [\[see tool kit\]](#).)

At PS 154 our ESL teacher is in charge of ensuring that entitlement letters are translated and distributed in conjunction with the Parent Survey and Program Selection Forms within the first ten days of school. After the ESL teacher, determines ELL eligibility those students who are deemed eligible for ESL services are sent an entitlement letter, that includes the child's LAB-R score to the parents. Continued entitlement letters are sent out as well to those students who did not pass the NYSESLAT and are still eligible for ESL services. A program selection form and parent survey is sent home as well. The ESL teacher collects and marks all letters received and plans the parent orientation accordingly. For those parents that do not return the forms, the ESL teacher with the assistance of bi-lingual staff members, contact the parents via telephone, email and additional letters are sent home to inquire about the parents first choice of programs available. If a form is not returned, the default program for ELL's is TBE as per CR part 154. If over 15 students in one consecutive grade who speak the same language or 15 students in two consecutive grades who speak the same language request or default to TBE, the principal will open up a TBE class. All letters, program selection forms and Parent Surveys are collected by the ESL teacher and kept locked in a file cabinet.

PS 154 ensures that entitlement letters are distributed and Parent Survey and Program Selections forms are returned and stored within the first ten days of school. The The ESL teacher goes through each home language survey to determine which children are eligible to take the LAB-R exam. If a child, according to the survey is deemed eligible they are tested, and if they are entitled to ESL services, an entitlement letter is printed out and signed in the guardian's native language and informs them, of their child's score

on the LAB-R and invites them to attend an orientation where they can determine which program will best suit the needs of their child. In addition, the ESL teacher with the help of the pupil personal secretary prints out the RLAT to determine which students are to receive continued entitlement letters as well as which children are now proficient and no longer entitled to services. All these letters are sent home in the ell's home language. Parent surveys are sent out as well, and also distributed at the orientation. If the parent still has not returned these forms, additional follow up to obtain these materials is done via the parent coordinator or with the ESL teacher via telephone, with translators as needed. The ESL coordinator will meet individually with parents to assist them in filling out the parent survey and program choice form. If no program is chosen, the default is bilingual. The letters are then filed in a locked cabinet. Again, all entitlement letters are sent to the families in their native languages and a copy placed on file.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The criteria used to place identified ELL student in bilingual or ESL instructional programs are as follows. The parents chose between the three programs available in NYC: TBE, DL, and ESL on their program selection form presented to them in their native language. The ESL teacher gathers all the parent surveys and inputs the data in the ELPC screen based on the parents first choice. If any survey is not returned, another attempt is made to contact the parent in their native language, and finally if no form is returned, the default would be the selection of the bi-lingual program. The results are tabulated and if enough(15) students in two consecutive grades or 15 students in one grade, chose bi-lingual the principal would have to open a bi-lingual class for those students. Therefore, if 15 students who are in the same grade and the home language is the same a TBE will be opened at the school. In addition, if there are 15 students in two continuous grades whose home language is the same, a TBE self-contained class would be opened to service those children. Currently at PS 154 we have an increase in the number of ELLs due to overcrowding at a near by school in the district, while 2 parents chose the bi-lingual option as a first choice (which is in fact available in their neighborhood school) the majority of the parents chose for their children to be placed in a freestanding ESL program. If a parent chooses another option as a first choice, a licensed pedagugouge contacts them with the help of a translator to discuss all options available. AT PS 154 we are unable to group our ESL students in the same class, therefor all of our instruction is done in a pull out program with one half time ESL teacher working with the student. This year of the 10 newly enrolled students; all of the families chose the freestanding ESL option for their children. The results help us plan for a freestanding ESL program each year. These forms are collected and then filed in a locked cabinet and the ESL teacher is responsible for maintaining the files.
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.
5. Every year the New York State English as a Second Language Achievement Test (NYSESLAT) is given to all students that are receiving English as a Second Language and did not pass the NYSESLAT in the previous year. The ESL teacher uses the data from our ATS reports to determine which students are eligible for NYSESLAT testing. The RLAT report lists which students qualify for the NYSESLAT exam and a list is created from the ESL teacher in conjunction with the testing coordinator to determine the best grouping of students by bands. The NYSESLAT is divided into four modalities: Speaking, listening, reading and writing and given in bands by various grades. Now the kindergarteners have their own exam, and bands are given to grades one and two, three and four and five and six. The ESL teacher with the help of the testing coordinator designs a schedule and informs the parents in their native language when the exam will be given and how to prepare for it. A licensed pedagugage, other than the student's ESL teacher assess the speaking portion of the exam, in a one to one basis and records the information on scoring sheets. The other portions of the exam (listening, reading and writing) are given by a group of selected teachers and the students are tested according to their specific band. Cd players are provided to assist in the listening portion. If a child is absent on the days of the exam, the ESL teacher will provide a make-up exam.
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
6. After reviewing the Parent Survey and Program Selection forms for the past few years at PS 154, the trend has been for PS 154 that 100% of the parents have chosen the freestanding ESL program. While all three program choices that are available in NYC: TBE, DL, and ESL are provided, in the past five years all of our parents have chosen as their first choice, the ESL freestanding program. This year, PS 154 gained 9 new ESL students, and after conferring with their parents, all nine parents chose the ESL Fres Standing program as their first choice. If however, our parents chose TBE and we had 15 students either in one grade, or a combination of 15 students in two consecutive grades that spoke the same language we This year we had 5 new students, and all five parents chose for their children to receive the free standing ESL Program. If in the future parents have an interest in dual language or transitional bi-lingual we will review the numbers and if high enough, will open up a program to meet the parent's needs. If in the future there were sufficient students to warrant a transitional bilingual program, our school would comply with the requests of the parents. If at any time our school admits a minimum of 15 students in either two consecutive grades who speak the same language or 15 students in one grade who speak the same language our school would consult the parent surveys to see if they wanted a TBE class. If they chose that option on the parent survey form, then our school would hire the necessary teachers to

open such a class. We will continue to monitor the results of the parents' surveys to determine what programs we will offer at our school

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. a. The organizational models that PS 154 uses to deliver ESL instruction are exclusively a pull-out models based on teacher collaboration and differentiated instructions.
 - b. The program models used at PS 154 vary across proficiency levels. This ESL program provides students with an ESL instruction in literacy that serve to enrich the materials and information presented in their mainstream classrooms. PS 154 uses a Free-standing English as a Second Language Program. The main goal of this program is to assist the students in achieving English Language proficiency within three years. The ESL classes are grouped primarily by English language proficiency level (i.e. beginner, intermediate, advanced), as determined by students' scores on the LABR\NYSESLAT exams. The students' grades, learning styles, and needs are also taken into consideration when forming groups. Group times are based on mandated hours. Advanced students receive 180 hours of instruction weekly, and beginner and advanced receive 360 minutes weekly. Students are placed in groups with a licensed ESL teacher.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels. At PS 154 we have one ESL teacher who provides all instruction to our ESL students. The teacher works in conjunction with a liaison from the network to create a program based on the instruction needs of the students. Beginner and Intermediate students are combined to ensure they receive the 360 minutes of mandated services weekly. Students are placed in groups within two

consecutive grades and seen by the ESL instructor according to the minutes of instruction.

Our advanced students receive 180 minutes weekly. This can be provided in a combination of push-in and pull-out programs.

a. Explicit ESL, ELA, and NLA minutes are delivered as per CR Part 154.

Students receive their mandated instruction during ELA, in a combination of their reading and writing blocks. The ESL instructor works in conjunction with the classroom teacher to differentiate the materials and methodologies and ensure that the literacy block is received. The ESL teacher at PS 154 is only there 3 days a week, so additional instruction is offered during morning AIS programs as well. The ESL instructor sees a group of ESL students during AIS instruction on the two mornings that she is here at PS 154. In addition, our AIS teachers or other licensed pedagogues work with our ESL students in small groups focus on phonemic awareness, or target specific strategies in literacy and writing.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. The ESL teacher works with the classroom teachers to deliver content area instruction in a scaffolded, differentiated approach to meet the needs of ELLs in each program model. Our content teachers are given a number of support systems, such as bilingual dictionaries and glossaries, content specific pictures and other visual aids to assist in lessons, as well as iPads and lap tops that have specific language programs designed. We currently only offer a Free Standing ESL program and the majority of our instruction is offered in English only. We do have a Spanish Speaking SETTS provider, who is able to offer some instruction in Spanish to meet the needs of our Hispanic community here at PS 154 as well as a Mandarin speaking teacher, who assists our newcomers in their native language.

In alignment with the changes of the Common Core Curriculum the ESL teacher will incorporate an inclusive model based on differentiated instruction that will have an increased focus on non-fiction materials, specifically teaching regarding informational text. There will be an emphasis on understanding complex texts over time as well as integrating more research skills into thematic units. There will be an emphasis on writing to argue, inform and explain to prepare students for the increased academic writing ahead.

In addition, we have one full time staff member and one student teacher who speak Mandarin that are available for to assist in translations for our growing Chinese community. The instructional materials used to support the learning of ELLs vary depending on grade and level. With more advanced ELLs, we mostly use the same classroom materials as the mainstream class. The ESL room contains additional instructional materials, including a large leveled library. Beginning ELLs use lower level books and guided reading for vocabulary development. Beginners also participate in games and small group activities that help with such skills as initial and ending sounds, rhyming words, and other phonics skills.

The Balanced Literacy Workshop Model is used as a guide in ESL instruction, in addition to other content instruction throughout the school. The program is modified to serve the needs of specific ELL students based on their LAB-R results and other assessments. The following is a summary of the methods used in ESL instruction:

We provide large quantities of comprehensible input: visual aids, concrete objects, contextual clues, and gestures

We emphasize communication skills wherein the new language is used in meaningful context

We incorporate engaging and relevant topics to encourage communication

We communicate using gestures, graphics, and pantomime when appropriate

We use Total Physical Response (TPR) wherein the child acts out the language being acquired

We use technology such as computers and audio-visual equipment to aid in instruction

We integrate ESL methodologies within content area themes as well as ELA

The ESL teacher works in conjunction with the mainstream classes to ensure that teacher's differentiate instruction based on a child's level of proficiency.

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

4. Currently ELLs at PS 154 are only evaluated in English, with the exception of the Spanish LAB-R offered to students who do not pass the LAB-R. If a student has special needs, and are considered dominant in another language than English, they are evaluated in their native language. The SBST works to find a licensed translator to provide specific academic testing in their native language. The evaluators then assess the child in that language and placement is considered based on the results. We have the option for a child to take any of the standardized tests in their native language, or provide translators to ensure that the child can use their native language when tested. While we offer academic support in the child's native language, we currently only offer a

Freestanding ESL program, and do not evaluate or assess the students formally in their native language throughout the year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. The ESL teacher consistently evaluates the ELL student in their four modalities (speaking, reading, writing and listening) of English acquisition throughout the year. This is done throughout the year in written assessment, one-to-one conferences, and informal observations as well as being embedded into the instruction throughout the year.
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).

6. Differentiated instruction is the core for ELL learners. We incorporate it in our different subgroups. Our ESL teacher works with the mainstream classes to create specific materials and adjust lessons to meet the needs of our ELLs while keeping in line with the rigor required for the Common Core Standards. All programs for ELLs must be aligned to the Common Core Learning Standards. In other words, programs must use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. Also, ELL materials used within ELL programs must be age- and grade-appropriate supporting ELLs in meeting the CCLS. ELLs in the advanced level of English proficiency also receive ELA instruction.

a. Our plan for our SIFE students if they arrive will be created to meet their specific needs and give additional assistance. Currently we do not have any SIFE students at PS 154.

b. For our newcomers when they arrive they are immediately receive an informal orientation. They have access to a special listening center with user friendly materials as well as are given "language buddies" to help them in their initial stages of language development. They are given additional picture support that is pertinent to their subject areas as well as bilingual dictionaries and glossaries to assist in their language acquisition process. Computer programs are also available to help translate specific questions or directions for the child. All lessons are differentiated by the ESL teacher and modified to meet their language needs. Increased use of pictures and simplified texts are made available to modify the lessons.

b. Our plan for students who receive service for 4 to 6 years looks more deeply into their needs based on the NYSESLAT assessments. Their scores and data are analyzed by the ESL teacher to determine the specific modalities that need extra support. The ESL teacher offers specific academic support throughout the mandated lessons as well as working with all teachers to design modifications and materials that will assist the ELLs in their content area studies. Graphic organizers, bilingual dictionaries, word lists, pictures and visuals are some examples of additional support. These areas are worked on directly by the ESL teacher and data is presented to their classroom teachers as well. These students receive their mandated instruction and also participate in the AIS programs in the morning to specifically target the areas of need. This AIS program is either given by the ESL teacher or a licensed pedagogogue. We have increased the level of phonics this year to meet the needs of our ELLs in literacy.

c. We currently do not have any long-term ELLs at PS 154. If we do we will analyze their assessments and create additional enrichment.

d. As an elementary school we do not have any students that fall into the category of Long-term ELLs that have completed 6+ years.

e. Currently our plan for former ELLs (in years 1 and 2 after testing proficient) are to allow extra time and separate location for all standardized testing. A full range of test accommodations is available to all ELLs and to former ELLs for up to two years after passing the NYSESLAT. Accommodations include: time extensions (i.e., time and a half of productive test-taking); separate locations and/or small group administration; bilingual glossaries and dictionaries (word-for-word translations only); simultaneous use of English and other available language editions; oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test); written responses in the native language; and, third reading of the ELA portion of the exam. These students are also invited to our AIS morning program for enrichment instructed by a licensed pedagogogue.

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?

7. The strategies used to provide access to academic content are based on alignment with the Common Core. In order to provide more ways to obtain information for differentiated instruction, we provide our students to increased use of technology to research informational text and work with writing assignments. Some instructional strategies and grade-level materials that teachers of ELL - SWDs use that both provide access to academic content areas and accelerate English language development are the increased use of technology in the classrooms. Teachers use a variety of smart boards, lap tops and listening centers to help increase the visual and listening dimension essential to language development. In addition, PS 154 recognizes that ELLs require specialized materials. The ESL teacher uses and creates graphic organizer, books that are rich in content to promote language and conceptual development, and they are made accessible through the pictures or the print so that students at all levels can benefit.

The ESL teacher uses large visuals, videos, and picture prompts and other materials essential to making content comprehensible. Many of our ELLs that are SWD's have an IEP that allows them academic assistance from our Bi-lingual SETTS teacher, who is able to work with specific programs to assist our ELLs in literacy and math, such as Wilson, phonics, and decoding skills. To ensure the effectiveness of ESL instructional delivery, the ESL teacher administers periodic assessments in which the students' products are compared with the standards. This information is also shared with the classroom teachers in an effort to create a support team for effectively meeting the needs of ELLs.

The instructional materials used to support the learning of ELLs vary depending on grade and level. With the more advanced ELLs, we mostly use the same classroom materials as the mainstream classes and supplement with graphic organizers and varied literature. Beginning ELLs use lower level books and various programs to increase language development. Numerous language games, visuals, music and computer programs are used to focus on beginning and ending sounds, rhyming words and basic phonic skills.

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?

8. PS 154 uses curricular, instructional and scheduling flexibility to enable diverse ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment by placing studeing in the same classes. PS 154 currently offers ICT classes for all our grades. If a child is deemed eligible for these services and has an IEP they are placed in a class with two mainstream teachers. An IEP team determines a student's eligibility for special education services and the language in which special education services are delivered.

ELLs served by an Individualized Education Plan (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education services are delivered. If their IEP necessitates an additional para, or bi-lingual para one is provided for the student. Our ELL-SWDs are placed in the inclusion classes for the full day, with the exception of being pulled out for additional services, such as ESL, Speech, OT, or SETTS. The ESL teacher, classroom teacher and IEP teachers all work together to create the most conducive learning environment for the children based on their individual needs. We ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. There is a collaboration between the ESL teacher and IEP contact person.

There is constant monitoring newcomer for possible special needs status throughout the year.

The goal of the ESL program at P.S. 154 is to scaffold mainstream instruction to aid in the English language development of ELLs. We focus on improving the accessibility of content through graphic organizers, visuals, hands-on activities, and the development of general and academic language. We believe that a combination of push-in/pull-out, designed to meet the English proficiency, grade level, and individualized needs of students, allows for a more cohesive learning process in which mainstream classroom content creates the base of all additional ESL instruction and students can miss as little as possible of their mainstream coursework.

Our school works dilligently to ensure that all of our students are able to reache the common-core standards. For literacy and mathematics, the Department of

Education has implemented the following: $\frac{3}{4}$ Core balanced literacy and balanced mathematics programs; $\frac{3}{4}$ Use of data and accountability tools (e.g., ARIS) to improve teaching and learning in standard-driven instructional programs;

$\frac{3}{4}$ Effective differentiated professional development opportunities for systematic

change; $\frac{3}{4}$ Application of research-based coaching and teaching strategies to support teaching and learning communities.

In addition to the mandated hours already specified for our ELLs via the ELL push-in pull-out program, PS 154 also provides intervention services to all ELLs. We have designated a lower and upper grade Intervention Team to address the individual needs of our ELL population. They receive these additional services during the school day, three times a week.

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

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

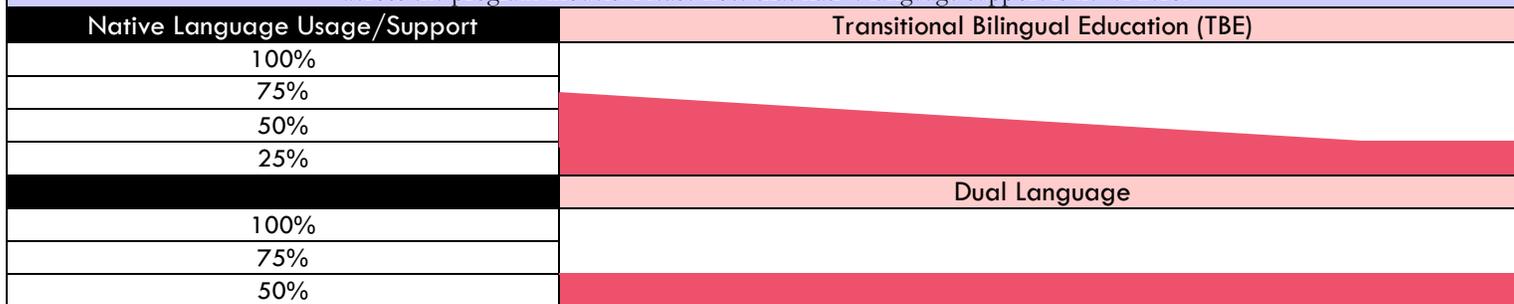
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
	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.
9. The targeted intervention programs for ELLs in ELA, math, and other content areas are for all our ELL students in grades 1-5. We work directly with all classroom and content area teachers to modify materials and allow more visual and hands-on materials to incorporate into the lessons. The ESL teacher works in conjunction with the IEP teacher, and classroom teacher to create programs that focus on the specific language needs of our ELL's. An increased phonics, foundations program has been added to work throughout the day and during AIS for students in grades K-3. In addition, the ESL teacher uses, specialized computer programs focusing on early literacy to assist the newcomers in language acquisitions. There is also a SETSS intervention teacher who works with our students with IEPs to perform direct, differentiated instruction to our intermediate ELLs. When necessary material is translated into Spanish and Mandarin, to help in assisting in reading comprehension.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our ESL teacher analyzes the data based on ATS, ARIS and results of the NYSESLAT to determine if we are meeting the needs in our ELLs in language development. After using the data, we have determined that we our current program is meeting the needs of our ELLs in language as seen in the results from the NYSESLAT examination. All our students continued to go up in proficiency level, with 1/4 of our students passing the exam last year and becoming proficient. All of our students score high in speaking showing that language acquisition is being reached. Our support staff analyzes the data from our content areas and noticed, that generally our ELLs do well in Math and Science. Our fourth graders all received 3's and 4's on their science exams, indicating a strong comprehension of science. Our maths scores fluctuated with many of our third graders receiving scores of 2 and 3's, while 3 of our 4 fourth graders received a one, and one a 3. This indicates a need for a more rigorous approach to mathematics in the upper grades. The areas where our ELLs appear to need additional support is mixed for ELA. The majority of our students received ones and twos on their ELA exams, with one child reaching proficiency. Our ELA instruction, which is rigorously aligned to the Common Core Curriculum has been modified to work on areas of need according to the results of the ELA exam. Additional test prep will be made available to these students. Some of our ELL's are reaching their goals, however, those that are behind in reading based on ELA test results and analysis of the Teacher's College Reading Levels, are given additional support by their ESL instructors, classroom and SETTS and IEP teachers to address the specific areas of literacy.
11. What new programs or improvements will be considered for the upcoming school year?
- After analyzing the data on both the NYSESLAT and state wide exams additional programs will be offered this year. We are offering in the spring a special program for our ELLs to assist in homework in their home language as well as an afterschool program focused on test preparation for the NYSESLAT exam. We are working with our parent volunteers to create tutoring programs during the day with a focus on literacy, in English, which when possible offering native language support to the students. We would like to implement additional professional developments offered that focus on assisting in writing for our ELLs. We are working with an Instructional coach from the network, to increase training to our classroom and cluster teachers on how to differentiate their instruction to increase achievement in our ESL students.
12. What programs/services for ELLs will be discontinued and why?
- Last year we were able to have an additional part time ESL instructor to work with the newcomers from PS 94, due to funding that position was cut.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. All of our ELL students are invited to attend our morning AIS program which offers math and literacy enrichment 3 times a week with either our ESL teacher or a licensed pedagogue. The students are mixed with other students on a similar academic level. PS 154 offers a wide range of after school programs focusing on enrichment and homework help which in both math and literacy. These programs are offered 5 days a week, and scholarships have been created so that all ELLs can attend these programs. These afterschool programs currently group ELLs with children in their grades with similar academic needs. In addition, in the spring our school offers a Saturday test prep academy of which our ELLs are invited to attend. We have translators available at all our PTA and curriculum meetings, and our parent coordinator personally reaches out to all the parents of ELLs to see if they will be attending.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Instructional materials, including technology are used to support ELLs in the classroom and the content area. Our ELL's are in mainstream classes, and all classroom and cluster teachers have smart boards, lap tops, ipads, listening devices (such as tape recorders and leap frogs. Our newcomers are often permitted additional time in their classrooms to use computers and ipads to

enhance language learning. Such programs as starfall and brainpop as well specific language websites are used throughout the day to provide additional language support and instruction. Many of our ELL-SWD's have their own ipads with specialized programs for instruction to offer additional literacy support. Students are also provided with dual language dictionaries and glossaries to assist in language acquisition. All students that are in our ELL program are using computers as part of their instruction in their heterogeneous ESL classes. We are currently working to secure funds to order achieve 2000 and additional computers and a smart board for our ESL classroom.

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

15. At PS 154 we are currently offering only the Free Standing ESL instruction throughout the day. If 15 students in one grade who speak the same language or 15 students in two consecutive grades who speak the same language select TBE we would open up a class and then offer 60 percent of Native Language Instructions. Currently, we use English as the medium for classroom instruction and in our Free Standing ESL program. Additional support in a student's Native Language is made available to all our ELLs through the use of bilingual dictionaries and glossaries. Additional Native Language support is available throughout the day by our SETSS teacher who is fluent in Spanish as well as two teachers who assist our Mandarin speaking students. Our newcomers are assigned a member of their class who speaks their language to translate during specific activities to help the child understand simple instructions. Our ESL teacher, additionally offers Spanish support as well as materials and books available to the students in their native languages. We also have a series of parent volunteers who offer time after school to help translate materials and offer academic assistance to our ELLs.

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

16. The required service support and resources correspond to ELLs ages and grades as they are grouped by ages in their small group. We order materials that supplement what they are learning in their classes, that have more picture prompts, and methodologies focused for our ELL students. Our ESL teacher works in conjunction with the classroom teachers, to modify and differentiate the instruction so that it is teaching the content and meeting the standards of the common core, while, modified to be user friendly and challenging towards the specific needs of the ESL students. Materials are made available to correspond with each level of instruction.

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

Prior to the beginning of the school year, the ESL teacher works in conjunction with the mainstream classroom teachers to create materials that will assist the ELLs, specifically the newcomers with items necessary for academic success. A survival kit is presented with pictures and signs used for basic needs (bathroom, water, etc...), a modified curriculum, site words, list of recommended readings and pertinent information that is translated into the students native language. There is a group of teachers led by the ESL teacher who meet throughout the year, to update and modify the needs of the students and are available to assist newly enrolled students throughout the year. In addition, we have created a system where newcomers are paired with ESL buddies to help acclimate them to the surroundings and offer basic tutorials as well. We also pair up students with a staff member of student who speaks their native language in order to assist them in basic communication and culture skills in their first few days of school. We are currently working to recruit parent volunteers to work with the influx of newcomers with literacy.

18. What language electives are offered to ELLs?

We have Spanish classes that meet afterschool.

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)?

We currently do not offer any dual language programs.

C. Professional Development and Support for School Staff

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

1. Our ESL teacher is currently participating in a 3 part Cohort of Reading and Writing Non-Fiction for ELL's Institute Scaffold for Success. There are 3 meetings for this informative workshop on 10/3, 12/3, and 2/7. The ESL teacher attends this workshop and then turnkeys the information to the staff during grade level meetings and in house professional development. Prior to this workshop, the ESL teacher attending a LAP workshop provided in the Fall from the Network, to assist in writing and collaborating for the LAP. Our ESL teacher and principal work directly with Instructional Coach Doug Ricketts, a member of the CFN 409 Instructional Team to find better ways to create schedules, work with mainstream teachers and design our ESL classroom in accordance with the Danielson ratings. Mr. Ricketts has been coming once a month since September of 2013 to work with the teacher and assist the principal. Currently we do not have an Assistant Principal, but when one is appointed by our school, they will be attending future meetings of ESL. In addition to the scheduled professional development for our ESL staff and classroom teachers through the Office of English Language Learners, we are developing ways to incorporate more training for other professionals. Our ESL teacher gives meetings throughout the year to all staff to disseminate information obtained at trainings to the staff. We are hoping to have our administration and schools secretaries participate in future meetings focused on ELLs. We have organized to have professional development offered in house so that our entire staff can participate. This included, paraprofessionals, guidance counselors, special education teachers, psychologist, occupational therapist, physical therapist, speech therapists, secretary and parent coordinator.

2. As teachers engage in the Common Core Learning Standards they will receive training from the network to help assist them in this transition. The schools provide on-site PDs as well as the ESL teacher turn keying information presented in specific training sessions. She will meet monthly with someone from the network to bring forth relevant information to bring to the school. In addition, Doug Ricketts, an Instructional Coach from the network, will be meeting with our staff to inform them of the Common Core Learning Standards as they relate to ELL learners. Focusing on how to provide ELLs with opportunities to engage in discipline, leverage ELLs home language, cultural assets and prior knowledge, standard-aligned instruction for ELL that is both rigorous and grade-level appropriate, move to taking into account ELL English proficiency and prior schooling experiences, fostering autonomy by equipping ELLs with the strategies necessary to comprehend and use language in a variety of academic settings, and to use diagnostic tools and formative assessment practices to measure students' content knowledge, academic language competence and participation in disciplinary practices.

3. Transitioning from elementary to middle school can be a challenging time. ELLs and their families work with our guidance counselor to determine the best choices for their students. Orientations for introductions to middle schools are given with interpreters. Translators are provided to assist with filling out necessary paper work. Workshops are offered throughout the year to discuss problems of adjustment, academics as well as services and options available in their new schools. The ESL teacher meets with the teacher's of students who are transitioning to mainstream classes. They provide materials and methodologies that will assist the students in their transitions.

4. Our ESL teacher offers numerous workshops for our staff to provide the minimum 7.5 hours of ELL training, and 10 hours for special education teachers as per Jose P. The ESL teacher addresses each grade individually in meetings that start the first professional development days before our students arrive in the fall. These meetings outline strategies, methodologies, and ways to differentiate instruction for our ELL learners. Our ESL teacher includes the special ed teachers, as well as the SBST in all her meetings, as well as having additional conferences and trainings to specifically work on ways to optimize the setting for the students with special needs and ways to assist them at home as well. In addition, Doug Ricketts, the instructional Coach for CFN 409 meets with the teachers of ELLs to assist them in ways to work better with the needs of our ELL Students. Our staff members attend numerous conferences and professional development that address the needs of ELLs and/or other special need children in their classrooms. Our ESL teacher provides professional development (7.5 hours) to the staff to inform them of the needs and requirements for the ELL population. These workshops are given mainly in the beginning of the year, with follow-up meetings throughout. Records are maintained for these workshops.

D. Parental Involvement

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

PARENTAL INVOLVEMENT

1. PS 154 has an involved parent community. Each year in addition to the required orientations, we invite the parents of all the ELL parents to discuss the specific needs of their children as well as offer advice to newcomer parents. We evaluate the needs of the parents via a survey that is sent to them annually. In addition, the parent coordinator holds specific conference hours with a translator available to further answer and specific questions and/or concerns of the parents. We use the results of the survey to implement programs and workshops for our community.

In addition to parent orientations, PS 39 also offers a number of events throughout the year to involve parents/caregivers in their children's education, and all parents are encouraged to attend. In order to involve parents of ELLs in the school community, many parent events and services are designed specifically to address issues related to ELLs. All parent events are organized principally by the parent coordinator, in collaboration with the ESL instructor and mainstream classroom teachers. A translator is available at any of these events when necessary to assist parents who do not understand English. The following is a list of the events and services offered to parents at PS 154 during the 2013-2014 school year:

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including holiday luncheons, international festivals and cultural days. At these events, the school and community can come together to recognize student achievements in arts and academics.

Winter and Spring Carnivals

Movie nights

Student chess tournaments

Everyday Math training (workshop for parents on math curriculum)

Parent handbook (available in Spanish)

Monthly school-wide newsletter

Monthly newsletter by grade level

Curriculum explanations for ESL parents

- Afterschool: Our Parent Coordinator conducts various workshops throughout the school year to help the ELL community. Curriculum Orientation Night is one of the most important events offered to all PS 154 parents at the beginning of the school year. During this event, the staff explains to parents/caregivers the instructional programs that will be covered during the course of the year for each grade level, and they offer advice on students' homework and other academic expectations for the school year. Parents of ELLs attend this Curriculum Orientation Night along with parents of native English-speaking students. In addition to Curriculum Orientation, parents of ELLs at PS 154 are also offered an ESL Parent Orientation meeting at the beginning of each school year. During this orientation the ESL instructor shows an informational video provided by the NYC Dept. of Education, informs parents/caregivers of their program options, describes the ESL curriculum at PS 154, and addresses any questions/and or concerns. We will be having meetings in the spring to help prepare the parents for the NYSESLAT exam.

2. PS 154 partners with a number of local agencies and Community Based Organizations to provide workshops and services to our ELL parents. We are currently looking into additional organizations that can assist in English instruction and cultural adjustments for our parents. PS 39 offers a variety of workshops and services for our ELL parents. Our parent coordinator spearheads the workshops and either personally translates materials or provides information in their Native Languages. The following are some of the workshops we offer. Nutrition workshop, Pediatric dental care workshop, Emergency medical care workshop, Alphabet Soup (reading strategies workshop), Writing process workshop. Workshops on state testing and promotional policy, Asthma awareness workshops, Learning Leaders training (training for parents to work with small groups of children), Everyday Math training (workshop for parents on math curriculum) Curriculum explanations for ESL parents, ESL parent workshop on helping your child at home ESL parent workshop on summer homework exercises and ESL parent workshop on technology.

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:

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including holiday luncheons, international festivals and cultural days. At these events, the school and community can come together to recognize student achievements in arts and academics.
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3. We evaluate the needs of our parents based on parent surveys in their native languages. In addition, Our parent coordinator holds meetings throughout the year to discuss the needs of our students. Specifically, she attends the ESL Orientation and hands out a survey to compile information that we can use to assist our students and their families. The Parent Coordinator surveys the parents and plans workshops according to their responses. In addition, the ESL teacher meets with the parents of ELLs to come up with specific strategies to better work with the ELLs in the community.

4. We support the parents by providing translation services during the parent orientation meeting and parent teacher conferences. Also by utilizing the translation and interpretation unit. (the phone translation system). Our website has a feature that allows all information to be translated easily into 20 different languages to better assist the families at home. Our Parent Coordinator is available to help serve as a liason with our parent community and is currently working closely with a group of volunteer parents to help specifically with the needs of our newcoming Arab speaking community.

2. PS 154 offers a variety of workshops and services for our ELL parents. Our parent coordinator spearheads the workshops and either personally translates materials or provides information in their Native Languages. The following are some of the workshops we offer. Nutrition workshop, Pediatric dental care workshop, Emergency medical care workshop, Alphabet Soup (reading strategies workshop), Writing process workshop. Workshops on state testing and promotional policy, Asthma awareness workshops, Learning Leaders training (training for parents to work with small groups of children), GoMath training (workshop for parents on math curriculum) Curriculum explanations for ESL parents, ESL parent workshop on helping your child at home ESL parent workshop on summer homework exercises and ESL parent workshop on technology.

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Parent handbook (available in Spanish)

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Monthly newsletter by grade level

Curriculum explanations for ESL parents

- Afterschool: Our Parent Coordinator conducts various workshops throughout the school year to help the ELL community. Curriculum Orientation Night is one of the most important events offered to all PS 154 parents at the beginning of the school year. During this event, the staff explains to parents/caregivers the instructional programs that will be covered during the course of the year for each grade level, and they offer advice on students' homework and other academic expectations for the school year. Parents of ELLs attend this Curriculum Orientation Night along with parents of native English-speaking students. In addition to Curriculum Orientation, parents of ELLs at PS 154 are also offered an ESL Parent Orientation meeting at the beginning of each school year. During this orientation the ESL instructor shows an informational video provided by the NYC Dept. of Education, informs parents/caregivers of their program options, describes the ESL curriculum at PS 154, and addresses any questions/and or concerns. We will be having meetings in the spring to help prepare the parents for the NYSESLAT exam.

3. We evaluate the needs of our parents based on parent surveys in their native languages. In addition, Our parent coordinator holds meetings throughout the year to discuss the needs of our students. Specifically, she attends the ESL Orientation and hands out a survey to compile information that we can use to assist our students and their families. She is bi-lingual and able to translate the information as well.

The Parent Coordinator surveys the parents and plans workshops according to their responses. In addition, the ESL teacher meets with the parents of ELLs to come up with specific strategies to better work with the ELLs in the community.

4. We support the parents by providing translation services during the parent orientation meeting and parent teacher conferences. Also by utilizing the translation and interpretation unit. (the phone translation system) when necessary.

E. Additional Information

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

This year with the addition of the afterschool program for our ELL, we had an increase in students passing the NYSESLAT exam. Our school has also recently had the addition of a 40% increase in English Language Learners due to the overflow of students from PS 94 in now our first and second grade classes. These students arrived at our school last year, six weeks into the term and the majority of them speaking no English nor attending any Pre-K, or kindergarten classes, making their transition into our academically rigorous school a challenging one. The teacher that was hired (f-status part time) to work with these students is no longer here, and it has created a shift in our school environment. The need for additional translators, paras, and more importantly ESL instruction is a great challenge to our school. We are working directly with someone from the network to discuss strategies, however, additional support is needed to create the proper environment where ESL students not only get what is needed to maintain status quo, but the support needed to go beyond it.

Part VI: LAP Assurances

School Name: <u>PS154</u>		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eric Havlik	Principal		1/1/01
Michael Buckley	Assistant Principal		1/1/01
Debbie Wattenbarger	Parent Coordinator		1/1/01
Elana Rabinowitz	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K154 School Name: Windsor Terrace School

Cluster: 4 Network: CFN 409

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

Part A: Needs Assessment Findings

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.

We used enrollment information to determine our written translation and oral interpretation needs. In addition, we formed partnerships with liaisons who work with particular communities represented by a given language to review the background and history of language needs within students' households.

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

The major findings were those students who speak Mandarin and Cantonese had a difficult time understanding oral translation through the phone service. We also found that the majority of students were able to make use of English documents, but that many parents needed translated documents in addition to the documents in English. We communicated this information to parents through emails and school websites. We also have a "Welcome" poster that provides useful resources for parents that speak another language.

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.

We will continue to work from a list of parents who have volunteered to translate documents in various languages. We have used some documents from the school website. For example, report card and middle school applications have been printed from the website in translated form.

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.

We provided oral interpretation through an outside vendor (The Big Word). We have also frequently used the telephone translation services to work with students who speak Mandarin and Cantonese. When appropriate, we have asked the staff in understand a language to help with translations. Staff that have been asked to stay after school have been provided with funds.

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>.

We will continue to provide information through our website. In addition, we have included translation information on all materials that are distributed to students.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS 154</u>	DBN: <u>15K154</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>22</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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: RATIONAL

• I have selected an afterschool program to be the focus of our Title III funding because research shows that the proper use of after school and enrichment programs done correctly effects the acadmeic gains of students. The work we will be working on during the after school programs will serve to enrich and scaffold on the current curriculum offered to the students in their daily instruction.

SUBGROUPS

• Based on the data obtained from last years NYSESLAT exam we found the students that need to the most assistance are grades 1-2. Of the 14 children in grades 1 -2 , 10 of them scored at the Beginner and Intermediate levels making them the group in the greatest need of improvements. We will offer support to these students using the common core learning.

SCHEDULE AND DURATION

- The afterschool program will begin in November and will continue until June.
- It will start up again in the Fall of 2015 for the same dates.
- The group will meet for 2 hours on Thursday afternoons.

LANGUAGE OF INSTRUCTION

- The language of the afterschool program will be in English

AND TYPES OF CERTIFIED TEACHERS

• The program will be run by our one certified ESL teacher. She will be the only teacher working with the students.

TYPES OF MATERIALS

- Quick Reads fluency program
- Printing paper
- Art supplies
- Imagine Learning Software
- Guided reading books/ containers to place books in
- Writing paper

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Part C: Professional Development

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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: _____

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 ELL's

RATIONAL

The ESL teacher will attend various Professional Developments focusing on ESL and turnkey to the staff at a special designated time. This knowledge will assist all staff in being aware of current methodologies that will help them work with the students and differentiate instruction. The ESL teacher will also attend professional development facilitated by Teachers College, Columbia University.

Teachers to receive Training

- The ESL teacher will have the knowledge to assist new teachers
The administrative staff will offer Professional Development to the ESL teacher to assist the students she works with during the day.

Schedule and duration

- ESL teacher will attend monthly workshops with a focus on ESL strategies
- The ESL teacher attended the Title III workshop where the new policies were discussed.
Reviewing the focus of the 2 year plan is for programs relating solely to supplemental programs for ELLs and suggestions for materials and programs that would benefit these students and parents. Discussed the form itself and how to best answer individual sections

- Topics to be covered
- Literacy for ELLs, Brain Research, Stem, Non-Fiction Writing and the use of technology in the classroom.

- Common Core Strategies

- Writing non-fiction

Name of Provider

- Our ESL teacher is Elana Rabinowitz. She is fully certified.

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

Part D: Parental Engagement Activities

- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: [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

RATIONAL

The role of the parents is essential to learning and growth of our English Language learners. They need to be informed of all activities in their native language as well as play an active role in the school community.

SCHEDULE AND DURATION

- We will create a number of additional workshops at no cost to Title III funding.
- Once a month our Parent Coordinator will help them learn about computer programs and access to information
- Translation will be provided to the parents as needed

TOPICS to be covered

- Workshops will be given by the administration assisting with math programs offered at the school
- Bi-lingual staff with offer training on curriculum in reading and literacy
- Additional meetings will be offered to work as a community on how to better assist the needs of their students and share resources with the ESL teacher

How Parents will be notified of these activities

- Parents will be contacted by phone by the parent coordinator with translators available if necessary
- Letters will be sent home to the parents in their native language.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>2,000</u>	<u>Per session will be used for an after school program. The money will go towards paying the ESL teacher for providing after school instruction for grades 1 -2 students.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff 	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
<p>Supplies and materials</p> <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	<p><u>1450</u></p>	<p><u>The materials ordered through Title III funding would be used for the afterschool program, which would focus on the use of technology and guided reading instruction. In addition, we will order materials to assist in additional instruction aimed at helping students prepare for the NYSESLAT exam.</u></p> <p><u>We are a technology-based school and would like to focus visual and auditory strategies that would best benefit our ELL’s needs specifically in the afterschool program. We believe that the use of school laptops and headsets would be used in conjunction with reading and writing programs to better assist our ELLS to focus on ways to help them reach proficiency in English. These materials would be used only in the after school program.</u></p> <p><u>Additional materials such as paper, pens, art supplies and bins to be utilized for after school instruction. Additional guided reading materials will be purchased to assist in reading comprehension and language acquisition. Specialized books for the NYSESLAT exam will be used as a supplement program for after school for the English Language Learners at our school.</u></p>
Educational Software	<u>7750</u>	<u>We will purchase a contract with Imagine Learning English to service</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		<u>our ELL students. Imagine Learning English is a K-5 computer-based instructional program that teaches children English and develops their literacy skills through individualized instruction. The program delivers specific data reports for each student, highlighting their needs at any time as they progress through the program. The curriculum is founded on scientifically based research and No Child Left Behind guidelines. We will use school laptops to support the program.</u>
Travel	_____	_____
Other	_____	_____
TOTAL	<u>11200</u>	_____