Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**JAMES WELDON JOHNSON LEADERSHIP ACADEMY**
DBN (*i.e. 01M001*):	**04M057**
Principal:	**LORRAINE HASTY**
Principal Email:	**LHASTY@SCHOOLS.NYC.GOV**
Superintendent:	**ALEXANDRA ESTRELLA**
Network Leader:	**LUCIUS YOUNG**

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lorraine Hasty	*Principal or Designee	
Joanne Simpson	*UFT Chapter Leader or Designee	
Maria Quiroz	*PA/PTA President or Designated Co-President	
Yvette Martinez	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Diana Cardenas	Member/ Parent	
Anita Carmenate	Member/ Parent	
Ana Santos	Member/ Parent	
Angelica Velasquez	Member/ Parent	
Lia Gonzalez	Member/ Teacher	
Janet Tsveer	Member/ Teacher	

**Signature of constituent only indicates participation in the development of the CEP, 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)**
X	**Title I Plan (Only for schools receiving Title I funding)**
x	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June, 2015, a comprehensive, cohesive, and differentiated professional development plan will have been provided for at least 90% of our staff including teachers, paraprofessionals, parent coordinator, related service team, and City Year corps members. The September through June weekly PD sessions will be designed to improve pedagogy practices and student academic and social achievement by 1) assessing & monitoring teachers' perceived skills & needs via fall & spring questionnaires; 2) tracking students' academic progress via September baseline & March interim assessments that reflect a 10% improvement in Level 3 ELA & Math performances; 3) monitoring students' social achievement via a 10% monthly increase in the number of Tiger Pride Award recommendations and a 10% decrease in the number of S.A.V.E. Room detainees from September, 2014 to June, 2015. In addition, professional development will focus on rigor and be geared to questioning and discussion techniques, student engagement, and differentiation of instruction. The impact of professional development will be that at least 75% of teacher/staff observations will reflect improved pedagogical practices as per a 10% increase in the number of teachers receiving 'Effective/Highly Effective ratings on Component 4a &4b in the Danielson Framework for Teaching.

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.
According to professional development reflection sheets teachers indicated that differentiated professional development is needed. Instructional walk-throughs identified school wide trends as well as group and individual professional development needs of staff.

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. Staff Conferences will be used to provide specific professional development aligned to the Danielson Framework for Teaching 2. Teachers will have ongoing opportunities to participate in study groups, attend workshops related to individual needs 3. Provide professional literature and feedback to teachers throughout the year 4. Professional development will be provided during common prep periods throughout the year 5. Teachers will be provided the opportunity to observe best practices in-house as well as in other schools 6. Staff will engage in a book on "The Differentiated Classroom"
B. Key personnel and other resources used to implement each strategy/activity
1. Administration Team will conduct observations , provide feedback, schedule specific individualized and group professional development 2. Literacy and Math consultants will conduct professional development 3. CFN staff will provide professional development and feedback
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Instructional Learning Walks 2. Feedback from CFN 3. Feedback provided from informal and formal observations
D. Timeline for implementation and completion including start and end dates
1. September 2014 - review or complete professional development plan on ARIS 2. September 2014-October 2015 teachers will share specific goals aligned to Danielson Framework for Learning at their initial planning conference with administration 3. September 2014- June 2015 provide specific professional development opportunities for teachers after determining school-wide trends and individual goals and needs 4. September 2014-June 2015 post professional development activities provide by school, district, network, city and UFT 5. September 2014- June 2015 determine monthly school-wide professional development topics as related to trends
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The continual implementation of individualized professional development plans to be used on an on-going basis supporting teachers' and the teaching and learning environment within our classrooms. 2. Provide mentors and peer coaches for new teachers and teachers in need of support in specific, identified areas.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
• Parent monthly bilingual newsletter (The Informer) disseminated with information to families regarding important school-related curriculum highlights

- Curriculum Night event to introduce grade-specific yearlong plans, objectives and mandates
- Parent workshops highlighting CCLS, grade expectations, and at-home strategies to support student achievement
- Open House visitations for parents/caregivers to learn more about the curriculum and how to they can support their child's school efforts

Budget and Resource Alignment

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

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 administrative team will have **continued to conduct** at least 4-8 observations per teacher & instructional staff supporting findings with collaborative conversations, timely feedback and meaningful next steps to improve the Advance evaluation rating for at least 75% of the teaching staff according to the Danielson rubrics.

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.
According to the 2014-2015 Quality Snapshot our rating for closing the achievement gap for special education and the bottom third of the student population was rated as good. We believe that by improving instruction we can also continue to improve student achievement for ALL students. The Administrative Team will continue to use the Danielson Framework as a resource that will guide conversations to target our school's focus on special education and the identified bottom third.

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 Principal, the Assistant Principals and the teachers will take part in using the Danielson Framework. 2. The Principal and the Assistant Principals will be responsible for carrying out classroom visits, setting up follow-up administrator/teacher meetings and facilitating conversations around the Danielson Framework. 3. Through attendance of workshops on the Danielson Framework given throughout the year, the administration team in collaboration with staff members will continue to support teachers through collaborative conversations. 4. Following each observation the school's administration team will conduct feedback sessions. During the school year, the teachers will have on-going discussions with the administration on where they (the teachers) feel their practice falls along the Danielson Rubric. The conversations that follow will be targeted on specific strategies and feedback to enhance student learning via the implementation of effective teacher pedagogy.
B. Key personnel and other resources used to implement each strategy/activity
1. The administration will conduct observations and workshops aligned to Advance 2. The CFN will provide support in meeting with the teacher team. 3. Lead teachers will serve as mentors to support new teachers. 4. Assigned DOE Talent Coach will provide on-site professional development for administration
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Advance observation and evaluation tools 2. The Danielson Framework rubrics 3. Focused instructional Learning walks
D. Timeline for implementation and completion including start and end dates
1. Summer 2014- MOSL team will attend the Advance city-wide professional development 2. September 2014 - June The administration team will provide workshops related to Advance 3. September 2014 - June Formal and informal observations will be conducted providing teachers with feedback and next steps to improve the pedagogical strategies and student achievement.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Helping teachers understand and apply the teacher competencies, by continuing to visit self-assessments, creating learning plans, designing coherent instruction and engaging students in learning. Teachers will also have the opportunity to plan collaboratively, view student data, create assessments, and also participate in study groups. 2. Common Preps will be provided for looking at student work, using the Danielson's Rubric for planning and sharing best practices

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 school's administration team, along with the Parent Association, will conduct three parent workshops throughout the year outlining school-wide initiatives. One of the initiatives is the Danielson Framework and presenters during the parent workshop will outline how PS 57 is using this tool to enhance teacher practice.

- Parents are informed during regularly scheduled parent workshops. Handouts include information about instructional programs.
- Students participate in planning publishing parties in which parents and staff members are invited to attend.
- Parents receive Progress Reports before Report Cards which inform them of students' academic and social progression and include practical strategies to implement at home. Communication to parents is sent in both English and Spanish.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
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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, 2015 we will match instruction to individual student needs by differentiating, planning for and purposefully teaching to small groups and individuals by consistently providing relevant and useable supports in class; offering a comprehensive system of AIS services in literacy for students in 3rd- 8th grade; providing Reading Rescue for early childhood students, providing targeted SETSS in-classroom instruction; and offering targeted instruction during, extended-day school, Saturday academies and ESL Literacy extended-day program for students in K-8th grades. Such targeted work will result in an 20% increase in students' Diagnostic Reading Assessment/Running Record scores in grades K – 5th and at least 50% of all students in 3rd-8th grades demonstrating a one-year increase in scale score on the New York State English Language Arts and Mathematics assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Data indicated that students had varied levels of ELA mastery which required differentiated instruction. This information in provided was obtained from lesson plan reviews, classroom observations, Instructional Lead Team & grade-level meetings, Staff/administrative Walkthroughs, project planning & best practices discussions, Looking at students' work, rubrics development and next steps projections.

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. Varied small group instruction 2. Student peer sharing using specified discussion prompts, written and oral reflections, student journaling, exit slips, mind movies 3. Grade-level planning to include strategies based on benchmark 4. Saturday academies & extended-day sessions
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers will provide explicit/direct instruction, task modeling and opportunities to learn via multiple intelligences (linguistic, visual, interpersonal, etc.) 2. SETSS will provide individual & small group support for students' identified areas of need via push in /pull-outs 3. Cluster teachers will provide curriculum support & enrichment based on students' performances and projected targets 4. Tutors (e.g. Paras, Reading Rescue, City Year) will work 1:1 and small groups to build students' phonemic awareness & ELA competencies
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Benchmark assessments & 6-8 week end-of-unit assessments, 2. Data analyses schoolwide, grade-specific, individual students and targeted populations 3. Instructional Lead Collaboration 4. Grade wide instructional planning
D. Timeline for implementation and completion including start and end dates
1. September - October 2014 baseline assessments 2. September 2014 – June 2015 differentiated & small group instruction, projects development, enrichment activities and trips 3. Oct, Dec 2014, Feb, Apr 2015 Interim end-of-units assessments 4. May – June 2015 end-of-year assessments
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Classroom instruction – Fountas & Pinell Program 2. SETSS – Wilson Program 3. Cluster Teachers – Expeditionary Learning 4. Tutors – Reading Rescue Program 5. Staff – Professional development focusing on identified areas of emphasis: differentiation, discussion & questioning, data analyses & ongoing assessment 6. After-school staff – Hands-on 1:1 and small group support & enrichment

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. Distribution of the InTouch/InContacto bilingual monthly publication which provides information and invitation to parents regarding schoolwide events & special

projects.

2. Curriculum workshops and training sessions to help parents develop at-home strategies that support their children's academic success
3. Arts & social studies integration with parents and students to present various displays and cultural festivities that reflect and applaud the school and community diversity

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**	**x**	**Title III**		**Set Aside**	**X**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Contract for Excellence, SWP											

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June, 2015 school year, we will work to increase family engagement through a system of home visitations, a family-friendly school website, a family engagement/support center, ESL & GED programs and student/family extracurricular academic, sports and arts instruction. As a result of this work, the internal student and family surveys will indicate at least a 10% increase in the participation levels as measured by attendance rosters provided through multiple opportunities to be involved with the school's varied activities; and at least a 10% increase in the number of parents responding to the 2014-15 Learning Environment Survey.

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.
• The 2013-2014 Family Survey indicated a need for additional school-wide workshops/activities to improve school/home connections and provide family support for the improvement of student social emotional/academic improvement. • Attendance sheets from parent meeting indicated that the same parents were attending meetings, events, and workshops Attendance sheets indicated that Middle School parents represented less than 10% of parents attending meetings and workshops

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. Communiques via school calendar, monthly newsletters, outside information board highlights school related information and events, and phone 'blasts' 2. Parents-as-Partners in classroom events provided opportunities for family/school collaboration using hands-on activities that strengthened the home-based effectiveness, celebrated students' academic and creative expression and supported student achievement 3. Administration, Staff, Parents, Students, SLT, and Parent Coordinator scheduled, organized, and facilitated the on-going development of family involvement events/activities which included, but not limited to the following: 4. Administration, Staff, Parents, Students, SLT, and Parent Coordinator scheduled, organized, and facilitated the on-going development of family involvement events/activities which included, but not limited to the following: 5.
B. Key personnel and other resources used to implement each strategy/activity
1. Parent coordinator and PA executive board will meet with administration to collaborate on family events and activities for the year 2. District parent advocate will provide monthly city-wide parent events, workshop and activities for families 3. Administration and teachers will provide on-going feedback to parents regarding instruction, student progress, and class/school events
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Attendance will be taken and reflection forms given at parent/family events in order to evaluate increased participation from previous years, determine which events were most attended, and to analyze the success of each event.
D. Timeline for implementation and completion including start and end dates
1. September 2013 – June, 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Collect data via sign in sheets which we expect will reflect an increase in parental involvement based on all of the opportunities provided parents throughout the year. As well, additional family workshops/activities will be implemented to strengthen the home/school connection and student achievement.

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).
• Curriculum Day to introduce grade-specific plans and parent support. • Provide calendar of school-wide family events and activities. • Parent workshops to give support in content areas, such as strategies to help the child. • Establishing a relationship and communication through letters, web site, phone, and communication logs. • Parent monthly newsletter to inform families of important school-related curriculum support. Jupiter grades reporting system for parents to follow how their child is doing in class.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
TL Parent Coordinator $(500) and Title I SWP Funds($5000) will be used to support this goal.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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	Novel Ties, AIS Reading Program, Shared Reading, Response to Literature, Independent Reading, Guided Reading, Reading and Writing conferencing, New Bridge	Small Group Instruction, One to One	During ,After School & Saturday Academy
Mathematics	Interactive math, Number Talk, Mentor Math	Small Group Instruction, One to One, & Tutoring	During, After School& Saturday Academy
Science	Science Labs, Inquiry Approach	Small Group Instruction	During & After School
Social Studies	Research, Using Data	Small Group Instruction	During and After School
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Self Esteem, Bullying, Cutting, Grieving, Peer Pressure Self Esteem, Bullying, Cutting, Grieving, Peer Pressure	Small Group Instruction & One to One	During & After School

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 *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

PS/MS 57 will ensure that all staff members meet state eligibility requirements.

- Teachers will complete a needs assessment that will determine their individual level of professional needs in regards to developing rigorous task connected to the Common Core Learning Standards and students' individual needs.
- Teachers will continue to receive on-going, differentiated professional development throughout the year in regards to developing rigorous tasks aligned to the Common Core Learning Standards and the Danielson Framework for Learning.
- Teachers will participate in learning walks to view classroom practice relating to students engagement in rigorous tasks according to the Common Core Learning Standards, Danielson Framework for Learning and the Depth of Knowledge.
- Teachers will share the responsibilities, throughout the year, of facilitating Teacher-Team sessions as Grade Leaders.
- Teacher leaders will participate as members in the Instructional Lead Team and meet monthly. Teacher leaders will turn-key information at the grade meeting.
- Administrators will turnkey and implement strategies learned at monthly Principal and Assistant Principal meetings provided by the Network in regards to citywide instructional expectations and developing rigorous CCLS tasks aligned with PS 57 Units of Study.
- Teachers will continue to participate in individual Instructional Conferences to discuss personal and class goals based on data as it relates to aligning student needs to the CCLS.
  PS 57 will provide ongoing professional development via consultants such as: Toni, Liz Irwin and Children's First Network
- Mentoring via on-site master teachers, inter-visitations to classrooms and school sites and partnerships with higher education institutions
- Workshop attendance off-site under the auspices of the NYCDOE and educational professional memberships
- Learning opportunities & webinars on & off site that are teacher-selected, credit-bearing and/or skills enhancing
- Grant opportunities for teachers to pursue creative avenues that support student strengths, interests and needs
- Nurturing the 'Teamwork' motif to encourage like-minded individuals to join the school vision quest
- Providing materials that facilitate teaching & learning
- Embedding the schedule with common time for planning, celebration and reflective practice

Open House invitation to prospective or interested educators

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).

- Provide professional development via Literacy and Math Consultants
- Instructional Lead Team will meet bi weekly to focus on school-wide instructional focus and turnkey information to Grade Teams
- Grade Teams will meet monthly to Look at Student Work in order to decide on instructional strategies and corrective student feedback that will best improve student learning
- Teachers will analyze units of study to insure alignment to Common Core State Standards

Administration, teachers, paras and other staff will attend school, district, network, and city wide professional development in the areas of Common Core State Standards, Advance, Providing Effective Feedback, Meeting Learning Targets and Planning & Differentiating Instruction to Meet the Needs of all Students

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.).
• Materials and supplies are purchased to meet the needs of all students • Funding is allocated to hire Educational Consultants such as the 92nd Street Y, Horticultural Society, Theatre Moves, Ballroom Dancing and Asphalt Green

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.).
We will conduct a Kindergarten Share Fair for preschool families. The agenda will include a meet and greet of crucial staff, a learning environment tour, an introduction to the CCLS, the sharing of family involvement opportunities and information on partnerships and other academic, enrichment , intervention and extracurricular programs provided. Parents will be given a chance to ask questions.

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.
We will have an Instructional Lead Team with teacher representation from grades K-8 that will meet bi weekly with the administrative and or CFN team to discuss the implementation of school wide instructional goals, participate in focus study groups, select school wide appropriate assessment measures, and analysis the Danielson Framework for Teaching. This team will also turnkey instructional practices to their grade team in order to support desired student outcomes. Grade teams will focus on curriculum planning, lesson development, looking at student work using the gap analysis protocol to plan targeted instruction for subgroups of students and targeted teacher practices aligned to the CCLS. Lead teachers, administration, CFN and literacy and math consultants will provide on-going professional development 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; and School Quality Snap Shot;

- 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 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;
- check Jupiter Grades on a regular basis
- make appointment with teachers
- 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;
- encourage Tiger Pride (PBIS)

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- check Jupiter grades on a regular basis
- ask teachers for extra help
- be a part of community service opportunities
- 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.
- Follow Tiger Pride (PBIS)

DBN: 04M057

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$513,934.74	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	$113,244.00	X	See action plan
Title III, Part A	Federal	$14,912.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$4,667,970.00	X	See action plan

[1]Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 04	Borough Manhattan	School Number 057
School Name James Weldon Johsnon		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Lorraine Hasty	Assistant Principal Ester Quinones, Jonathan Lee
Coach	Coach
ESL Teacher Dela Martin	Guidance Counselor
Teacher/Subject Area Sara Parra, Grade 1	Parent Angelica Velasquez
Teacher/Subject Area Edna Montanez, Grade K	Parent Coordinator Lizbeth Rivera
Related Service Provider Jiyun Chun, AIS Teacher	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	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 not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	808	Total number of ELLs	125	ELLs as share of total student population (%)	15.47%

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☒	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%)	1	1												2
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In			1						2					3
Pull-out	1	1		1	1									4
Total	2	2	1	1	1	0	0	0	2	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	125	**Newcomers (ELLs receiving service 0-3 years)**	69	**ELL Students with Disabilities**	46
SIFE	0	**ELLs receiving service 4-6 years**	43	**Long-Term (completed 6+ years)**	13

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	31	0	7	0	0	0	0	0	0	31
Dual Language										0
ESL	38	0	13	43	0	24	13	0	8	94

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	69	0	20	43	0	24	13	0	8	125
Number of ELLs who have an alternate placement paraprofessional: 1										

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
Spanish _____	11	20												31
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	11	20	0	0	0	0	0	0	0	0	0	0	0	31

*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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish _____																			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	1	4	8	12	13	16	13	6	12					85
Chinese					1									1
Russian														0
Bengali														0
Urdu														0
Arabic			1	2	1									4
Haitian														0
French			1	1				1						3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	**1**	**4**	**10**	**15**	**15**	**16**	**13**	**7**	**13**	**0**	**0**	**0**	**0**	**94**

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)	8	2	2	1	1	1	1		3					19
Intermediate(I)		5	2	3	8	9	5	2	6					40
Advanced (A)	4	19	5	11	6	6	7	5	3					66
Total	12	26	9	15	15	16	13	7	12	0	0	0	0	125

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	11	3	1	0	15
4	13	2	0	0	15
5	12	3	0	0	15
6	6	2	0	0	8
7	12	0	0	0	12
8	2	0	0	0	2
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	7		6		1		1		15
4	12		3		0		0		15
5	11		4		0		0		15
6	4		4		0		0		8
7	9		3		0		0		12
8	2		0		0		0		2
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		10		4		14
8	0		2		0		0		2

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				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   Early literacy skills are assessed with Fountas and Pinnell. This assessment tool examines reading behaviors and ascertains the accuracy, fluency and comprehension levels of students when reading a leveled text. Beginning level ELLs are assessed on letter recognition, reading high frequency words, phonological awareness and other early literacy behaviors using additional assessments

from the Fountas and Pinnell program. The data provides an insight into which ELLs are reading above-level, on-level and below-level. The overall trend across the grades shows that ELLs are either on-level or below-level in terms of reading.

The data from the third, fourth and fifth grades highlight some of these trends. Students in the third grade should be reading books leveled between L and P. The results from the Fountas and Pinnell assessment show that seven ELLs are reading below-level and four ELLs are on-level. The goal for all students in grade four is to read at a level P. There are nine ELLs who are on-level and fifteen ELLs who are below level. Fifth graders should be reading books between a level S and W. The majority of fifth grade ELLs are reading at levels appropriate for 4th and 3rd grade students. More specifically, there are three ELLs who read 1 year below-level, seven ELLs reading 2 years below-level, four ELLs reading 3 years below-level and two ELLs reading 4 years below level.

Furthermore, the data from this assessment is used to homogeneously group students for intensive instruction to increase their reading levels. The reading behaviors gathered from the Fountas and Pinnell assessment help the classroom, bilingual, ESL, and special education teachers to also focus on language features that are hindering a student's understanding when reading a text.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The LAB-R has been administered to 24 students who are new entrants into our school based on the Home Language Identification Survey. There are 15 students who were identified as ELLs based on the LAB-R assessment. In this group, 12 students are in kindergarten, 1 student is in first grade, 1 student is in second grade and 1 student is in the eighth grade. Based on the LAB-R, the majority of the recent ELLs in kindergarten (9 students) are at beginner/ intermediate proficiency level. The remaining 3 students are at advance proficiency level. The three students in grade 1, grade 2 and grade 8 all scored at the beginning level. In each of these cases, they were tested in English but unable to respond.

The data from the NYSESLAT results reveals a pattern concerning the language proficiency of the English language learners at PS 57. The NYSESLAT was administered to 112 students. In summary, approximately 57% (64 students) are advanced, 37% (41 students) are intermediate and 6% (7 students) are beginner English language learners.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
At this time, the state has not reported the NYSESLAT modality report.
4. For each program, answer the following:
    a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

(a.) Students in grades 3-8 were administered the New York State ELA assessments in the spring. A total of 68 English language learners were assessed. In those grades, the trend shows that students who scored at an intermediate level proficiency on the NYSESLAT received a level 1 score on the ELA exam. In terms of advanced level ELLs, 21 students received a level 1, 9 students received a level 2 and 1 student received a level 3. PS 57 is willing to provide ELLs alternative language editions of state exams. However, there were no ELLs during the 2012-2013 testing period that required this accommodation. Currently, there are no qualitative data patterns that can be shared regarding this test taken in alternative languages.

(b.) The ELL periodic assessment was not administered at PS 57 during the 2012-2013 school year. Data from the ELL periodic assessments is used by the school leadership team to set goals for students and drive instruction. The school can learn specific information on students' language proficiency in the areas of reading, writing and listening from the ELL periodic assessment. Data from the ELL periodic assessment can provide a forecast of how students may perform in reading, writing, and listening on the NYSESLAT. The ELL periodic assessment data can also tell us which students are performing below level in reading, writing and listening. Furthermore, the ESL and classroom teachers can use targeted instruction in the specific areas in which students are performing below the standard.

(c.) The school has recently received the scores from the ELL periodic assessment administered on November 2013. We have learned that approximately 28% of 3rd and 4th grade ELLs performed below standard on the reading section. Approximately 22% of 7th and 8th graders who took the exam performed below standard on the writing section. This data highlights the particular student groups that are underperforming. The ESL and classroom teachers will use targeted instruction in these areas to help students to improve in reading and writing.

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*.)

PS 57, James Weldon Johnson has a team of teachers responsible for streamlining Response to Intervention (RTI) protocols in the school. The team consists of two Special Education Teacher Support Services (SETSS) teachers and an Academic Intervention Services (AIS) teacher. Although the RTI team manages the process, the protocols set in place are a school-wide initiative. The students are initially assessed in September in reading, writing, and math by the classroom teacher. The data is analyzed to identify at-risk students. These students are grouped based on targeted areas of needed instruction.

Tier 1 begins when the at-risk students receive additional instruction in the classroom setting for a six week cycle. The students' progress is monitored bi-weekly for the duration of the six weeks. If the student continues to struggle, the classroom teacher will request a meeting with the RTI team. The RTI team will meet with the classroom teacher and discuss the case. The team may decide to have the teacher continue tier 1 interventions in the classroom or move on to tier 2 intervention. The tier 2 intervention provider will administer the necessary assessments to identify the specific areas of need to target intervention. The at-risk student will be pulled out for daily instruction in a group of 3-5 student. In tier 3, the intervention provider will administer additional assessments to identify specific areas of need to target intervention. The students will be pulled for daily sessions in an even smaller group of students comprising of 1-3 students.

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

PS 57, James Weldon Johnson provides ELLs with the necessary supports in the areas of reading, writing, speaking and listening in English. A variety of strategies are used to reinforce students' language skills in English. Our teachers place importance on building academic language, expanding background knowledge and creating a print-rich environment. Other important strategies include setting clear language objectives, modeling, speaking clearly and slowly (when applicable), and providing language structures (sentence starters). Teachers also support ELLs in English through pantomime (TPR), providing visual representations (graphic organizers, diagrams, pictures, videos, realia etc.), teaching culture and grammar rules. In the ESL and TBE program, teachers rely on data from the LAB-R, Spanish LAB, and NYSESLAT assessments to ensure that a child's second language development is considered in instructional decisions. The data comes from RLAT ATS report.

In the ESL and TBE program, the teachers keep a file for each student that contains information about their language abilities, home language use and preferences, educational history and notes from the previous teachers of the student. This information helps the teachers to build a holistic picture of the students as a learner. Parent outreach is another practice that helps teachers learn more about ELL students and their language needs in the classroom. Teachers communicate with parents through letters and parents are invited to particpate in learning opportunities during the school day. The results of additional assessments (i.e. Fountas and Pinnell, Benchmarks Assessments associated with Olivia Wahl's units of study, ELL periodic assessment) also help teachers to designate when to increase the amount of English for students who are dominant in another language. Conferencing with students and monitoring their progress with English is also a necessary practice in the TBE program that allows the teacher to provide students with necessary supports and scaffolding to increase their English language abilities. Furthermore, content area teachers are in constant communication with the teachers in the ESL and TBE program in order to share best practices that will help ELLs best understand the content.

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?

PS 57 does not have a dual language program at this time.

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

We evaluate the success of our programs for ELLs not only by examining the test results from the NYSESLAT, New York State ELA, Math, Science (grades 4 and 8 only), predictive and interim exams , but also by communicating with the students, parents and teachers of the ELLs to track their improvement. Even after they exit the program, we pay special attention to the former ELLs by closely monitoring their progress and development.

NYSESLAT data shows that the majority of our students were designated at an advanced level. There was an increase from the 2011-2012 school year to the 2012-2013 school year in the number of advanced ELLs on the NYSESLAT. However, fewer students tested out of the ELL program in the curent year as compared to the number of students who tested out in the 2012 - 2013 year. Additionally, ELLs who performed below standard on the New York State ELA tended to receive intermediate level proficiency on the NYSESLAT.

PS 57 still has work to do to better support our ELLs in the classroom and push them to proficient levels. We will continue to provide a

rigorous curriculum that addresses the individual, group, and whole class needs of our ELLs. It is our belief that the same state standards will be applied to the instructional lessons of our ELLs, while being mindful of the culture, conceptual and native language-based needs of these students.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

   When students enter school, the child and his family are given the Home language Identification Survey (HLIS). The purpose of the Home Language Identification Survey is to identify ELLs. If the home language of the student has been identified as a language other than English, the student will be administered the Language Assessment Battery-Revised (LAB-R) wthin ten days of admittance to determine the child's English proficiency level. If the student scores below the proficiency level, the parents may opt for one of three programs: Transitional Bilingual Education Program, Dual Language Program or Freestanding ESL Program. Information from the HILS forms, parent interview, and data from the LAB-R and the NYSESLAT exams are used to identify the English Language Learners in our school. Students are tested with the LAB-R upon arrival to the school and the NYSESLAT is administered every spring. The ESL teacher, bilingual teachers, school administrative staff will conduct the interviews and ensure the information on the HLIS. The ESL teacher and trained pedagogues (Edna Montanez and Sara Parra) will administer the LAB-R test and complete the process of scoring and placement.

   As mandated by the State Education Department, each spring, ELLs are retested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). We notify ELL parents of NYSESLAT outcomes and program eligibility when the results become available before the beginning of the next school year. ELLs that do not test out continue to receive ELL services. Those who pass the test will enter all-English monolingual classes. Students who transition to all-English monolingual classes can receive bilingual or ESL support for up to a year.

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

   In order to place students in the appropriate program, we invite parents of ELLs to a Parent Orientation at the beginning of the school year and again in the spring. Here the parents receive vital information related to the three program choices available to ELLs citywide. Though we offer only TBE and ESL at PS 57, parents are informed of all three choices equally. During the information session, the parents view the ELL Parent Orientation video, and the ESL teacher (Dela Martin) and parent coordinator (Liz Rivera) answer all questions. The presentation is made in Spanish with translation provided in English and Bengali. The video provides the parents with a verbal, visual and auditory explanation of the three program models. An additional orientation is offered in the spring, and ongoing one-on-one orientation is provided should new arrivals register during the school year. The Parent Coordinator and ESL Teacher are the facilitators of these ongoing orientations. We also assure that materials are available in other target languages for our parents. During this segment of the orientation, the parents are presented with the program models available at PS 57. Upon completion of these presentations and open discussion, the parents are provided with the opportunity to select a program for their child. Parents are given information about the different programs available through the New York City Department of Education and shown the informational video. Parents are made aware of parent choice and different options they need to make about programs available for their children. Parent brochures are provided to the parents to convey the information on program choice. If parents are not able to attend the orientation in the beginning of the semester, follow-up workshops will be made available to parents throughout the school year. The workshops are conducted by the ESL teacher (Dela Martin) and faciliated by the parent coordinator (Liz Rivera). Workshops start with the information and explanation of the program choices. Then, the ESL teacher and parent coordinator work through the Program Selection Form in detail to guide

parents in making choices for their children. Plenty time is reserved for clarifying questions, providing further explanation and discussion. Finally, parents are provided with the advice from the ESL teacher about what parents can do at home to foster a positive learning experience for their ELL children.

Timeline:
October 9, 2013 Parent Orientation
November 18, 2013 Follow-up Workshop
March 3, 2014 Parent Orientation
March 19, 2014 Follow-up Workshop

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].)
Each spring, ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT). We notify ELL parents of NYSESLAT outcomes and program eligibility when the results become available through the RLAT ATS report . Entitlement letters are sent home to the parents of students who have tested as ELLs on the LAB-R. Continued entitlement letters are sent to the parents of students who tested at beginner, intermediate and advance proficieny on the NYSESLAT. Non-entitlement letters are sent home to the parents of students who tested proficient on the NYSESLAT. In addition, placement letter are sent home to the parents of students. All of these letter are distributed by the ESL teacher, Dela Martin, and classroom teachers to the students and a copy is kept on file for our records.

The Parent Survey and Program Selection forms are administered directly to parents at the Parent Orientation Workshops in the Spring and Fall. Parents are presented with the necessary information about the three programs offered to ELLs and asked to complete the survey and form at the end of the orientation meeting. The ESL teacher, Dela Martin, keeps a list of students whose parents have returned the survey and form. In order to receive forms for all new admits, the ESL teacher will call parents to give them the necessary information and send home additional copies for the parents to complete and return back to the school. If a form is still not returned, the student is placed in the TBE program as per CR Part 154. The letters can either be brought back by the students or the parents can opt to drop it off in the main office of the school. Copies are made for each letter. The original letters along with the copies are kept on file for record and future reference.

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 rationale for the selection of programs and activities for our ELLs is determined by parent choice; the number of ELLs; and the academic needs of our ELLs (based on data from: NYSESLAT, LAB-R, NYS ELA and Math exams). Data from the Home Language Report (RHLA) supports English and Spanish as our languages of instruction. Placement letters are sent to families to inform them of the program (TBE or ESL) that their child will be placed. Copies are made for each letter. The copies are kept on file for record and future reference. Continued entitlement letters are sent to the parents of students who tested at beginner, intermediate and advance proficieny on the NYSESLAT. As with the Placement and Entitlement letters, copies are made for each letter. The letters are kept on file for record and future reference.

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.
As mandated by the State Education Department, English language learners are required to take the NYSESLAT in the spring. The ESL teacher (Dela Martin) reviews the RLER ATS report and generates a list of students eligible to take the NYSESLAT. The school administration (Principal, Lorraine Hasty and Assistant Principal, Ester Quinones) identifies specific days within the testing window for the administration of the test. Make-up days are identified in advance as well. The administration then selects a group of classroom teachers (Miriam Campos, Edna Montanez, Brittany Han, Sherry Birdoff) to give the test to the specific grade bands. The ESL teacher, Dela Martin, provides training to this group of teachers in how to administer and score (when applicable) the NYSESLAT. The make-up days are there to ensure that students who are absent on test day have a chance to take the exam. The administration (Principal, Lorraine Hasty and Assistant Principal, Ester Quinones) and ESL teacher (Dela Martin) will call the homes of students who have missed the pre-determined exam and must take the test on a make-up day.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no,

why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The ESL teacher reviews the parent choice forms and tallies the program selections. The majority of our new students arrive in kindergarten and 1st grade. This year, the parent surveys show that parents in the early grades prefer their child to be placed in the Transitional Bilingual Education (TBE) program. However, parents that chose any other program are supported in obtaining the program of their choice. If the number of parents that make the choice for the TBE program reaches 15 students or more, PS 57 would provide the needed TBE program to meet the needs of our students as indicated by the parent choice.

In this year as also in previous years, an evaluation of the Parent Surveys indicates that the parents in the early grades wanted their children in bilingual education. However, this choice is phased out after the second grade, which is consistent with our current parent choice survey information.

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])?

(a.) The Bilingual/ESL program consists of two Spanish Transitional Bilingual Education classes for kindergarten and first grade. We also have a freestanding English as a Second Language program. The ESL teacher provides pull-out, as well as push-in services for the remaining ESL learners.

(b.) The Bilingual/ESL program follows block scheduling and the students are grouped heterogeneously.

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)?

PS 57 has two fully-certified teachers of Transitional Bilingual Education (TBE), and a fully certified ESL teacher serving the ELL

population. Our ESL learners are required to receive 380 minutes of ESL instruction per week if they are beginner or intermediate level ELLs; and 180 minutes of ESL instruction per week is required if they are advanced level ELLs. This is in accordance with CR Part 154 mandate for provisions of services to ELL learners. Students in the Transitional Bilingual Education program will initially begin their instructional program in September with a 60/40 balance of instruction and transitioning towards a 75% and 25% Spanish instructional program. We have recently hired an additional ESL teacher to help us keep in accordance with the mandate. With the additional ESL teacher, we will be able to meet the required hours through push-in and pull-out ESL model.

The first ESL Teacher (Dela Martin) will provide the mandated hours of ESL service for 45 students. The second ESL teacher will also provide ESL service to 45 students. This will allow us to meet the required minutes for our advanced and intermediate level students. A focus of our bilingual and ESL program is to meet the needs of our ELLs and enabling them to meet the performance standards through a balanced literacy approach. In order to ensure that we support our ELLs within the core curriculum the ESL teachers pushes -in for their mandated units of service (beginner and intermediate ELLs: 360 minutes per week and Advanced ELLs: 180 minutes per week). In our bilingual programs students receive 45 minutes of Native Language Arts (Spanish) and 90 minutes of ESL instruction daily. Furthermore, advanced level students will receive a minimum of 180 minutes of instruction in ELA.

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.
Students in the ESL and Bilingual program receive content area instruction in Science, Math, Social Studies and Literacy/ELA. These classes are taught in English. For grades K to 5, subjects such as math and ELA are taught by the classrooom teacher and social studies and science are taught by cluster teachers. For grade 6 -8, social studies, ELA, math, and science are taught by specificied ELA, math, science and social studies teachers. The language of instruction for these classes is English. However, the teachers in the TBE program make materials available to ELL students in Spanish as well. Sheltered instruction is provided to the students in the content areas. Content area teachers make the content accessible for ELLs with glossaries, translations, and visuals. In the ESL program, the ESL teacher uses the Language Power curriculum kit that is common core aligned and allows students to practice reading, writing, speaking and listening skills in English through Math, Science, ELA, and Social Studies content.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Based on the LAB-R results and HLIS, students may be eligible to take the Spanish LAB-R. This test assesses their speaking, listening, reading and writing skills in Spanish. PS 57 is willing to provide ELLs alternative language edition of state exams. Based on the home languages of our student population, we have one student who is eligible to take the math exam with the assistance of a bilingual glossary or oral translation services in Arabic.

In the TBE program, the teachers recognize the importance of Native langauge development to the development of English langage skills. Students building literacy skills are encouraged to choose a variety of texts in English as well as their dominant langauge. Along the same lines, the TBE teachers uses informal assessments to guage a students' development. Teachers have reading and writing conference sessions with students to evaluate their English languae and native language skills throughout the year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
At PS 57, ESL students are evaluated in the modalities of reading, writing, speaking and listening. When the NYSESLAT scores are available, the ESL teacher analyzes the data to see how students scored in each modality. This information is share with the school community. Classroom teachers can see strengths and weaknesses among the modalities and plan instruction accordingly. In addition, the ESL teacher uses a curriculum called Language Power that is targeted towards ELL students. The assessments in the Language Power curriculum are designed to assess English proficiency in all four modalities. The ESL students will also take the ELL Periodic Assessment distributed by the state. These tests mirror the NYSESLAT and assess students' reading, writing and listening skills. Furthermore, teachers use rubrics targeted towards reading, writing, speaking and listening to assess student work and projects.

In terms of a timeline for evaluation, the NYSESLAT is administered in April 2014. The ELL periodic assessment was administered in November 2013. The Language Power assessments are administered in September/October 2013 and then again in February/March of 2014.

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
c. Describe your plan for ELLs receiving service 4 to 6 years.
d. Describe your plan for long-term ELLs (completed 6+ years).
e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

(a.) There is currently no SIFE population at PS 57. However, the ESL and classroom teachers can use strategies to help these students become accustomed to schooling norms and develop beginning literacy skills necessary for success in school.

(b.) Newcomer ELLs at PS 57 receive the same instruction as their classmates. However, they are allowed to respond to the instruction in alternative forms. Newcomer students may respond through drawings and written responses in their first language to express their understanding of the content. Instruction includes more visual representations of material. Some of the material may be translated for the student in their native language.

(c.) Instruction is differentiated for students who have been ELLs for 4 to 6 years. The ESL teacher provides small group instruction through push-in services during the ELA or Literacy block. The teacher collaborates with the classroom teacher to support ELLs in using reading strategies, understanding target vocabulary, expanding background knowledge and expressing their understanding of the content through sentence structures. These ELLs also take part in the ELL Enrichment Academy afterschool program. This program works to support ELLs in increasing reading, writing, speaking and listening skills in English.

(d.) Long term ELLs, those students who have been ELLs for more than 6 years, also receive small group instruction by the ESL teacher in a push-in setting. In addition, the Academic Intervention Services (AIS) teacher meets weekly with the students to support them in reading complex texts and building academic vocabulary related to those texts. Long term ELLs also take part in the afterschool ELL Enrichment Academy.

(e.) Former ELLs receive testing accommodations for two years after they have passed the NYSESLAT. PS 57 also invites former ELLs to participate in the ELL Enrichment Academy. The program allows them to continue to build academic language skills.

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

PS 57 uses instructional strategies that provide access to academic content areas and develop English language proficiency for ELL students with disabilities. Teachers use the same curriculum for this population as they do with the non-special education population. ELLs with disabilities receive both push-in and pull-out services provided by AIS, ESL and SETSS teachers. Para-professionals are assigned to special education classes to assist teachers and students.

Students are grouped according to their proficiency levels and modalities so that we can target specific needs. For students that need more practice in listening, we offer computer audio programs. Teachers design units to help student who need speaking practice acquire vocabulary and improve fluency. Students struggling in reading and writing will receive intensive intervention by using the balanced literacy models. Content-area reading and writing will also be an important part of the literacy program to increase students' skills in reading non-fiction texts.

Some additional materials used with this population include Curriculum Associates Phonics for Reading, Educators Publishing Service Explore the Code, Continental Press Practice in Basic English, Continental's New York ELLs, Sundance Comprehension Strategies Kits and Educators Publishing Service Wordly Wise 3000. These materials allow the ESL, TBE and classroom teachers to use targeted intervention to help ELLs with academic vocabulary, grammar, phonics, reading and writing strategies. Each one of these materials are leveled depending on a students' grade or language ability. The Phonics for Reading program is used with ELLs who need additional practice with phonemic awareness and decoding for reading. Explore the Code programs is used with newcomer ELLs who are learning basic literacy skills in English.

The New York ELLs series is used to provide students in the ESL and TBE program with test preparedness in preparation for the NYSESLAT. Basic Practice in English and Sundance Comprehension Strategies are used with current and former ELLs in the program. The Sundance Comprehension Strategies Kit targets reading strategies that help ELLs with reading comprehension strategies around fiction and nonfiction texts. The Wordly Wise 3000 program is used with ELL-SWDs in the middle school program. Many of these materials include a pre-assessment that allows students to be placed in an appropriate level based on grade or language ability.

Furthermore, the ESL teacher keeps up to date with students IEPs on SESIS to ensure that students are receiving the appropriate

accomodations and have been placed in the appropriate program.

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?

Public School 57 offers a wide variety of support services for both mandated and at-risk students. These services included, SETSS (mandated and at-risk as determined by the students' IEP or Student Intervention Team), speech and language therapy (bilingual and monolingual), occupational therapy, physical therapy, counseling , ELA, math, science and Academic Intervention Services (AIS), small group tutoring (extended-day AIS before school), and the ELL Enrichment Academy after-school program.

PS 57 ensures flexible programming that maximizes time spent with the non-special education population. At PS 57, there are ICT classes for students in grades 1 through 8. In these classes, a general education teacher and a special education teacher plan and teach together to a mixed group of students with and without disabilities. The Academic Intervention Services teacher provides services to student groups based on areas of need. These groups combine a mix of students who are ELL-SWDs and non special education students. Students with disabilities are also placed into grade level classes with students who are non special education students. Furthermore, ELL-SWDs are placed in classes that provide the least restrictive environment that is appropriate for them based on the goals in their IEP.

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:	Not applicable			
Social Studies:	Not applicable			
Math:	Not applicable			
Science:	Not applicable			

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
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.

   Targeted intervention programs for ELLs in ELA, math and other content areas are offered to students in English. AIS services are available for struggling ELLs. The AIS teacher provides additional instruction in ELA and math that is aligned with classroom instruction. The SETTS teachers provide ELLs additional instruction in math, science and social studies. The AIS and SETTS teachers pull the students out into small groups to provide additional services. The AIS teacher also pushes into the classroom in order to provide the necessary support in the areas of ELA and math.

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

    The effectiveness of the current program at PS 57 can be assessed by examining and comparing the NYSESLAT data from the current year and the previous year. The data shows that 44% (48 students) remained at the same English language proficiency level. Approximately 23% (21 students) decreased a proficiency level. There are 16% (15 students) of ELLs increased in proficiency. Furthermore, 13% (12 students) scored proficient and tested out of the ELL program.

    We can conclude from these trends that many of our ELLs have difficulties testing out of the ESL program. Our school plans to address this issue by academic interventions to help ELLs increase in proficiency levels and by the hiring of an additional ESL teacher to increase the services to this population.

    Furthermore, this date comes from the analysis of NYSESLAT scores from the RLAT ATS report. Classroom teachers have access to this data set as it is provided to them by the ESL teacher. They also know the ELL status of students in their class based on reports generated by ARIS.

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

    PS 57 has introduced a Positive Behavioral & Intervention Supports (PBIS) model school-wide. PBIS is a program that encourages and rewards positive behavior. The model also provides a way of monitoring and addressing the behaviors of students who need guidance in following the rules set forth by the school community.

    Furthermore, PS 57 is working to expand co-teaching models and strengthen the collaboration between classroom teachers and the teachers who conduct push-in and pull-out services. This collaboration strengthens instruction and allows students to get additional support in the content areas.

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

    PS 57 continues to provide programs and services to all populations at the school, included English language learners. Therefore, no programs will be discontinued for our ELL population.

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

    Public School 57 offers a plethora of after school enrichment and remediation activities. PS 57 offers an ELL Enrichment Academy for elementary and middle school students. The ELL Enrichment Academy for K-2 grade students will begin in November and run through May. The classes will meet two days a week after school. The two bilingual teachers and the ESL teacher will work with small groups of students to develop language skills through word games, rhymes and songs, literature, and vocabulary building skills. The middle school ELL Enrichment program is targeted towards beginner/intermediate and advance level students. The beginner and intermediate students will work to increase their academic language proficiency through a variety of texts. The advanced will learn test preparation skills to help them pass the NYSESLAT. Other programs include yoga, basketball, journalism, debate team, the Voices of 57 choir and the YMCA after-school program.

    The ESL Teacher prepares and sends out outreach letters and permission slips for all ELLs in the school to participate in the ELL Enrichment program. The letter is sent out and translated into the home langauge of the student. Furthermore, the ESL Teacher calls the homes of students that neglect to return permissin slips to the school. The teachers that lead the ELL Enrichment program take attendance to ensure full ELL student participation.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

PS 57 follows the balanced literacy model as the core curriculum in grades kindergarten through eighth. Our ELA curriculum in third through eighth grade is Expeditionary Learning. Kindergarten to grade two follows the Olivia Wahl's units of study based on the reading and writing workshop model. In grades kindergarten to five, Go Math! is used as the math core curriculum. Our science curriculum stresses both the content area literacy as well as hands on experience in the science lab. In social studies, students learn about relevant topics in small groups supported by the teacher to maximize the learning experience.

ELL curriculum materials include the Language Power curriculum, Practice Exercises in Basic English, Phonics for Reading and the Empire State NYSESLAT preparation material. These resources are leveled by grade range and language proficiency.Students are assessed to correctly match the materials by proficiency or grade to the appropriate levels.

Technology is used in the classroom to enhance instruction. There is a computer lab and many classrooms have smartboards. Some teachers also have access to document readers and iPads.

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

Native language instruction and support is provided for our ELLs. In the TBE program, bilingual teachers deliver the instruction in both English and Spanish. Native language literacy is taught and emphasized. In the ESL program, we provide native language support and instruction whenever possible since we recognize the importance of the transfer effect from the first language to second language, as well as the cultural connection to the students. In addition, we offer foreign language classes and native language classes in Spanish to help students develop and maintain their languages.

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

Services support and resources correspond to ELLs' age and grade levels. PS 57 has two SETSS teachers who provide services to ELLs based by grade levels. For example, SETTS teacher, Suzanne Counts, works with student in first to fourth grade. In this grouping the students are pulled out by grade level. SETTS teacher, Shari Birdoff, works with students in grade level groupings from fifth to eighth grade. The ESL Teacher also provides services support to ELLs by grouping them in terms of grade level. Classroom teachers are aware that lessons must be targeted towards the age and grade of our ELL population. The curriculum resources we use are grade level appropriate. Teachers assess students so that the materials are matched to students language ability and grade levels.

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.

The administration, parent coordinator, and teachers work together to acclimate newly enrolled ELLs into the school community. The parent coordinator is actively involved in reaching out to these families. They offer a Bring Your Father to School Day and a Grandparents Day events so that teachers can welcome new students and their families into the classroom. For older students, we hold an overnight camping trip for 6th graders where the students can transition easier into middle school.

18. What language electives are offered to ELLs?

The middle school students take Spanish as a second language in grades six.

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)?

At this time, we do not have a dual language program.

C. Professional Development and Support for School Staff

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

1. In the school year 2013-2014, PS 57 will participate in professional development opportunities to strengthen instruction for the ELL population. These sessions will be facilitated by invited staff developers from Generation Ready, Aussie Consultants, Olivia Wahl, Children First Network 408, and other educational trainers. Select teachers (ESL/Bilingual teachers) will be invited to participate in these sessions. They will then conduct turnkey trainings to share the new information and strategies with the remainder of staff who teach and work with ELL populations. In addition, teachers can attend trainings offered through the Office of English Language Learners. Furthermore, these trainings are open to the principal, assistant principals, bilingual teachers, ESL teachers, paraprofessionals, psychologists, speech therapists, secretaries and the parent coordinator.

Calendar of PD dates:

October 17, 2013	Language Access Coordinator Training
October 29, 2013	CFN 408 Instructional Shifts and ELLs
November 15, 2013	NYS TESOL Conference
January 7, 2014	CFN 408 Best Practices for Teaching ELLs
January 9, 2014	Training for NYSITELL Administration
January 16, 2014	Literacy Workshop: Writing Narrative, Opinion, and Informational Text with ELL Students
January 17, 2014	Language Access Coordinator Training
January 30, 2014	Supporting ELLs In Developing Academic Language in the Common Core: The Promise of Complex Texts
February 8, 2014	RTI Institute – Building a Strong Tier 1: The Cornerstone of Effective Reading Instruction for ELLs
February 27, 2014	Using Technology as a Vehicle for All Students to Access the Common Core Standards
March 4, 2014	Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success Cohort III

2. The ESL teacher has attended a series of workshops on preparing ELLs for the Common Core organized by CFN Network 408 and Generation Ready. These workshops discuss text complexity, questioning techniques and vocabulaty strategies necessary to prepare ELLs to succeed with Common Core Curriculum shift. The ESL teacher will provide turnkey training to staff members at the school to education about best practices that can be used with ELLs. Also select teachers will also attend workshops offered by the Office of English Language Learners titled "Supporting ELLs in Developing Academic Language in the Common Core" on January 30th.

3. Staff development that is focused on preparing upper elementary ELLs for the shift to middle school and middle school ELLs for the shift to high school are conducted at PS 57. The school counselor talks to parents, classes and individual students about the school choices available to ELLs. Furthermore, teachers in upper elementary will meet with upper grade teachers in order to discuss how to best prepare ELLs for the shift.

4. Staff development takes place throughout the year. The initial training of the year on ESL strategies takes place when the teachers and paraprofessionals return for professional development and to set up their classrooms in late summer. Professional development on strategies of teaching ELLs continues through the year during weekly common preparation/pd periods and during full day professional development days. The school administration ensures that any professional development taking place across the subject areas address the needs of our ELL population by observing the class and discussion with the teachers and students.

The ESL teacher will also provide training for classroom teachers during grade meeting planning times which are held on a weekly basis. This will allow us to meet the requirement of 7.5 hours (10 hours for special education teachers) of training. The topics of these trainings will involve Collaboration and Co-Teaching, Implications of the NYSESLAT, Applying the Common Core Standards to ELLs, Long Term ELLs and ESL Strategies for ELLs.

D. Parental Involvement

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

1. Parents hold an integral part at our school and the ESL/Bilingual program. PS 57 has an active Parent Association that provides a variety of workshops and events for parents. The Parent Association hosts ESL classes for parents to learn English. We also organize a Bring Your Father to School Day, a Grandparents Day, and a Women's Wellness Day dedicated for parent moms. Parents are strongly encouraged to volunteer to help with school art projects and various duties. As a community, the parents are welcomed participants on fieldtrips, school shows, and other activities. In the Spring, the ESL teacher will hold a workshop for parents to help them understand the the implications of the NYSESLAT and how they can help their children at home. Parents will hold an integral part in our ELL Academy. They will participate in many classroom and field experiences, including all culminating activities. Parents will learn alongside their children in the classrooms and in the field, developing their own English language skills and learning about strategies to support their children's learning at home.

The focus of these workshops for parents of ELLS will use include workshops titled, "Make Learning fun," "Help Your Child Succeed in School," and "Build Parent-Child Relationships at Home and at School." PS 57 will support parents in learning the life skills and information/resources they need as newcomers to our country. The parent workshops will be conducted in English and Spanish.

2. Parents participate in a varied curriculum of activities at PS 57. This year in partnership with North General Hospital and other organizations, parents have enjoyed workshops in a variety of areas and topics such as, Health: Women's Wellness Day, Asthma Workshop, Stress Management and Relaxation Workshops - Education: Helping Your Child Succeed Academically, the Importance of Immunization, How to Talk to Your Child about Sex. Nutrition: The Vegetable of the Month, Cook Shop. Spanish translation services are available via the parent coordinator and the parent's association for every workshop. Parents are offered adult ESL classes since the beginning of the school year and throughout the year.

3. The Parent Association hosts PTA meetings and does outreach to parents through phone calls. They have developed a needs assessment to evaluate the needs of parents and provide them with information to best support their children as learners. They use surverys and interviews to get feedback from parents about their needs and interests.

4. As a community, the parents are always welcomed participants on fieldtrips, school wide shows, talents shows and other activities. We also host a Women's Wellness Day dedicated to our parent mothers. The School Leadership will be sponsoring in the spring of 2012 a Multicultural Dinner where families come together to share their customs and cultures. The parents' talents are also a resource for the school. Parents are strongly encouraged and often spend time working with individual students, helping with art projects and taking on various volunteer duties regardless of language they speak or education level.

E. Additional Information

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

Part VI: LAP Assurances

School Name: James Weldon Johson		School DBN: 04M057	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lorraine Hasty	Principal		11/15/13
Ester Quinones	Assistant Principal		11/15/13
Liz Rivera	Parent Coordinator		11/15/13
Dela Martin	ESL Teacher		11/15/13
Angelica Velasquez	Parent		11/15/13

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Jonathan Lee	Other Assistant Principal		11/15/13
Jiyun Chun, AIS	Other AIS Teacher		11/15/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M057 **School Name:** James Weldon Johnson

Cluster: 408 **Network:** CFN

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.

Parents of new entrants at PS 57 are interviewed by a trained pedagogue and complete the Home Language Identification Survey (HLIS). This information along with ATS reports and the blue cards (containing contact and language preference) provide information that is used to ascertain the home languages of the students. This information helps staff to communicate with the families of our students.

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.

ATS information, HLIS forms and LAB-R information shows that English is the major language at PS 57, followed by Spanish, Bengali and Arabic. Other languages are students speak include Chinese, French, and Mandinka. We have in-house/staff translators for Spanish. We rely on the Department of Education to translate forms, and community-based services including the DOE switchboard. We have developed a needs assessment to evaluate the number of parents that need oral and written translation.

Parents at PS 57 speak a variety of languages but the majority home languages are 54% English, 39% Spanish, 3% Bengali, 1% Arabic and 2% other languages (French, Mandinka, Chinese). As per our needs assessment, it is found that we need written translation and oral interpretation to meet the needs of our non English-speaking parents.

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.

The school will provide bilingual translation for parent letters, newsletters and flyers. Spanish, Bengali, Arabic, French and Chinese will be available to parents via telephone or written forms. Translations or interpretation for Mandinka are not always available but our administration can reach out to bilingual members of the community when necessary to provide this option.

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

Oral interpretations will be available during curriculum nights, parent meetings, parent workshops, parent-teacher conferences, and middle school orientations. These oral translations will be offered by PS 57 staff. Translations are available in Spanish, Cantonese, Mandarin, and Bengali. Any other translations could be done by a parent volunteers as needed.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.

Each parent whose primary language is a covered language and who requires language assistance services will receive a copy of the Bill of Parent Rights and Responsibilities. We have posted in two prominent areas (lobby and main office) a sign with the languages that interpretation can be made available. Written and oral interpretation services will be provided at curriculum nights, Parent Association meetings and workshops, parent meetings, and Parent/Teacher conferences.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
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: PS/MS 57 James Weldon Johnson	DBN: 04M057
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 54 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information

☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12

Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 4
# 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: James Weldon Johnson will use Title III funds to create an after school program that provides additional instructional support for English Language Learners (ELLs). The program will target ESL students in Kindergarten, 1st and 2nd grades. The program is designed to strengthen reading, writing, listening and speaking skills in English for this population of students. Students will use learning strategies that will strengthen their literacy skills with fiction and nonfiction texts. We will also dedicate time to practicing listening skills using the Continental's New York ELLs books since we noticed that our students showed a deficit in this particular across the board. Using various fiction and non-fiction texts combined with the Continental's New York ELLs test prep books will provide ample resources for ELLs to improve skills in writing and speaking.

These are strategies that can be applied when students take standardized tests at the end of the year. For example, some important learning strategies include identifying problems, using background knowledge, making inferences, making predictions, personalizing, transfering/using cognates from the first language, paraphrasing, finding patterns, classifying, using selective attention, taking notes, using graphic organizers, summarizing and accessing information sources.

Rationale:

The program targets Kindergarten, 1st and 2nd grade ELLs because the fewest number of students in these grades scored proficient on the 2014 NYSESLAT when compared to students in the upper elementary and middle school grades. Also, a high number of students in these grades scored at the high Advanced level, so we believe targeting these students now will help them test out prior to them being considered "Middle" or "Long-term" ELLs.
Another reason for targeting these grade levels is that the number of ELLs in the early elementary years is the largest when compared to ELLs in the upper elementary and middle school grades. We hope to reduce the ELL population in the lower grades with this program.

Subgroups:

The after school program will serve Kindergarten, 1st and 2nd graders who are entitled to ESL services based on their performance on the NYSITELL or NYSESLAT assessments. The students will be split up by grade and then within the grades they will be split up based on their NYSESLAT levels and their competency in the modalities. The English language proficiency of the students is diverse in that there are students at beginning, intermediate, and advanced levels in each grade.

Part B: Direct Instruction Supplemental Program Information
Schedule & Duration: The program will take place on Wednesdays and Thursdays after school from 2:30- 4:30 p.m. and will run from the first week November until the end of May. Language of Instruction: The language of instruction will be English. Number & Types of Certified Teachers: The program will consist of four teachers. Two of the teachers are certified in Bilingual Education and 2 teachers are certified in Teaching English as a Second Language. Types of Materials: We will purchase fiction and non-fiction texts as well as Continental's New York ELLs test prep books for grades K-2.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Rationale: The Title III program will allow James Weldon Johnson to offer professional development opportunities to the lead teachers in the after school program for ELLs. The lead teachers will also share their acquired knowledge about teaching ELLs with staff members, teachers and the administration who work with this population of students during the 80 minute professional development time on Mondays. The professional development opportunities include outside workshops, trainings and conferences delivered by experts in the field of ESL pedagogy. Another type of professional development will take place among the lead teachers in the after school program for ELLs. Additionally, the lead teachers will work collaboratively with grade teachers who instruct the ESL students in the after-school program during the day. Teachers to Receive Training:

Part C: Professional Development
The teachers who will receive training include the two ESL Teachers and the two teachers with Bilingual Certification. Additional training will be targeted towards the classroom teachers of ELLs. Schedule & Duration: There will be a series of workshops within the school for the teachers in the after school program as well as the teachers who teach those ELLs during the 80 minutes of professional development on Mondays. In December, there will be three workshops. In February, there will be another set of three workshops. The presentations during the 80 minutes of professional development on Mondays will focus on reading comprehension strategies for ELLs, vocabulary instruction for ELLs, writing strategies for ELLs, the importance of scaffolding and building on students' prior knowledge, lowering the affective filter for ELLs, and addressing CALP, or students' academic language in speech. Topics to be Covered: The workshops will cover topics such as collaborative teaching practices for teachers of ELLs, integrating technology in the classroom targeted towards ELLs, current research in strategies that work for ELLs, common core standards and ESL students, and how to identifiy a learning disability or a language acquisition issue. Name of Provider: Trainings, workshops and conferences are provided by professional organizations like TESOL Inc., Teachers College, New York State TESOL, etc.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Rationale: The after school program for ELLs will include a parent component. The program aims to build positive relationships with the families of ELLs by including them in the learning process. The after school program will accomplish this goal by inviting parents to visit the classroom on special days when their child is showcasing their work, by inviting parents to workshops on stategies that can help parents of bilingual children improve their skills, and through teacher-parent outreach letters that introduce parents to the lead teachers in the after-school program and invite them to open up a continuous dialogue with the parent about their children. Schedule and Duration:

Part D: Parental Engagement Activities
Workshops for the parents will be held on Saturdays. The Saturday workshops are programmed to run for two Saturdays and each session will last for four hours. Topics to be Covered: In order to maximize learning potential in the home environment, PS 57 will develop center- based workshops for parents and students geared to help parents make routine activities at home learning experiences for their children. The focus of these workshops for parents of ELLs will include workshops entitled, " You Are Your Child's Best Teacher", "Making Learning fun," "Helping Your Child Succeed in School," and "Building Parent-Child Relationships at Home and at School." PS 57 will support any parents who are new to the community with an additional workshop addressing their concerns about their rights as a parent and their child's education. The parent workshops will be conducted in English and Spanish. If necessary, translators will be available in other languages. Name of Provider: The four teachers of the after school program will reach out to the parents of their ELL students to initiate the teacher-parent outreach letters. The Saturday workshops will be organized and run by licensed teachers and an administrator. How Parents will be Notified: Parents will be notified about the after school program, workshops and other activities through letters that will be translated into multiple languages. Additionally, the school will make calls home to parents to inform them of ways to involve their child in the school community.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____