

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE HILLSIDE SCHOOL
DBN (i.e. 01M001): 28Q054
Principal: ANITA PRASHAD
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Superintendent: MABEL MUNEZ-SARDUY
Network Leader: MARLENE WILKS

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
Anita Prashad	*Principal or Designee	
Michelle Pepe	*UFT Chapter Leader or Designee	
Veronica Wade	*PA/PTA President or Designated Co-President	
Rianti Budhu	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nita Debah	Member/ parent	
Manjit Kaur	Member/ parent	
Jenny D'Arco	Member/ parent	
Beth Useloff	Member/ teacher	
Monique Jefferies	Member/ DC 37	
Linda Boodram	Member/ parent	

**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
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
x	<ul style="list-style-type: none">▪ 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, at least 15% of all students will demonstrate a deeper understanding of literary or informational text by using them as a source for making explicit or inferential statements as measured by growth from baseline to end-line school-based 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.

After an extensive review of our NYS ELA school data, we noticed that a significant number of students are struggling with the following:

- Reading Standards for Literature (RL 4) – Craft and Structure – meaning of domain and academic specific words
- Reading Standards for Informational Text (RI 4) – Craft and Structure – meaning of domain and academic specific words
- Reading Standards for Informational Text (RI 2) – Key Ideas and Details
- Reading Standards for Informational Text (RI 8) – Integration of Knowledge and Ideas – explain how an author uses evidence to support points in a text

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

Strategy #1- Grade level planning meetings

- Teachers will unpack the standards around our priority “power” standards - Reading Standards for Literature and Reading Standards for Informational Text (RL and RI 1-4) – Key Ideas and Details and Craft and Structure
- Teachers will develop their competency in designing coherent instruction; questioning and discussions that embed academic vocabulary; and use of assessments as detailed in Advance.
- Teachers will collaboratively plan common core aligned lessons using Universal Design for Learning and Depth of Knowledge principles.
- Teachers will be regularly observed to assess and ensure implementation of lessons that include multiple entry points and instructional scaffolds to support students as they tackle more complex texts.
- Teachers will meet in grade team (vertical and horizontal) to an inquiry forum to analyze student data and / or student work samples in order to make adjustments to units, lessons and determine best suited intervention strategies to strengthen any gaps based on noticings.
- Teachers will engage in professional learning opportunities facilitated by the Network, Administration and Lead Teachers around the English Language Arts (ELA) Power Standards and Teaching Strategies that support all students, with particular attention given to Students with Disabilities and English Language Learners.

Strategy #2-Response to Intervention (RTI)

- Fountas and Pinnell literacy groups will be formed based on the number of students who have been identified as not meeting the standards.
- Teachers will utilize resources in Ready Gen, Wilson, Great Leaps, Double Dose Foundations, Leveled Literacy Instruction (LLI) and Passport Voyager to support students who are not meeting the standards.
- Team teaching, as well as, the push-in model for Special Education Teacher Support Services (SETSS) and English as a Second Language (ESL) will be in place to address the instructional needs of students.
- Administration will monitor the data every six to eight weeks.

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

- Grade leaders, Grade Ambassadors, Individualized Education Program (IEP) liaisons, English as a Second Language (ESL) teachers and administrators will support the teacher team curriculum planning throughout the year.
- Individualized Education Program (IEP), Special Education Teacher Support Services (SETSS) and English as a Second Language (ESL) teachers will maintain accurate records identifying actions taken to accelerate student learning.
- The data specialist along with the administrator will use the results from the progress monitoring data to create cycles of support for identified students

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

- Progress will be tracked, as evidenced by teacher lesson plans, student benchmarking data, and observation of whole class, small group and individual instruction

- A benchmarking cycle of data assessment will be established to monitor student learning.
- Throughout the year, teacher teams will gather a vast array of strategies that support the academic achievement of students with additional support for Students with Disabilities and English Language Learners.
- Administration along with Instructional Cabinet and Teacher Teams will track the progress

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

- We will begin all mentioned activities in September 2014, and end in June 2015.
- Teacher teams meet regularly to analyze data gathered from reviewing current student work to determine the quality of student work as measured by agreed upon rubrics and to determine next steps for improving student outcomes.
- Special Education teachers will use their two common planning periods per week to ensure that students have access to a rigorous curricula

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

- Our school program supports multiple opportunities for Teacher Teams to meet during the week, as well as, during the Monday and Tuesday repurposed time.
- Schedules for Push-in/Pull-out support are organized to maximize resources and promote the deepest impact on improving student outcomes;
- Team Teaching periods are built into the schedule to allow for focused small group instruction.
- Substitute teachers are utilized to allow teachers professional development opportunities and these individuals also participate in Professional Development (PD) sessions that are offered in-house to hone their own practice thereby strengthening their support within our setting.
- Students have access to Myon Reading Program; School is in process of purchasing Datacaton;

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).

- Workshops are being held for ELA and Math State Assessments (March), New Parent Orientation (September), as well as workshops geared to parents of ELLs (November, April). We have Family Math Night (October), Family Literacy Night (November), Meet the Principal Breakfast (October)
- A monthly calendar is sent home which includes each grades' reading and writing units of study for the month. All workshops, activities and trips held that month are listed as well.

A monthly, sometimes, bi-monthly parent newsletter is sent home through Firm, Fair & Consistent *Guiding Students for School Success* and Home & School CONNECTION

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	x	Title IA	x	Title IIA	x	Title III	x	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Contract for Excellence, ARRA, IDEA											

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, all teachers will demonstrate improvement in instructional practices that focus on the design and use of high level questions which generate meaningful discussions and are embedded within on-going formative / summative assessments, resulting in at least 75% of students demonstrating growth from the comparison of baseline and end- unit based or common assessments on selected standards.

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.

As per the Measures of Teachers Practice, Quality Review (1.2), and teacher observations, we need to expand teaching practices that allow for engaging and differentiated lessons that lead to higher levels of student work. Teachers need to design coherent lessons that provide access and participation with rigorous 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.

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

Strategy #1: Improved Teacher Pedagogy

- The administration organizes the school schedule to allow for teacher teams to meet multiple times weekly. Additional time to meet is provided during the Monday and Tuesday repurposed time.
- The administration will conduct Individual Planning Conferences outlining academic and instructional expectations as well as professional responsibilities that align with the Citywide Instructional Expectations and the school's instructional focus.
- Focused professional development will target ways that teachers can develop their competency around coherent instruction, questioning and discussion and the use of academic vocabulary.
- Frequent cycles of observation with clear suggestions on how to improve practice will be conducted throughout the year.
- Instructional rounds using the Advance Framework will be conducted to support teacher development; identify purposeful teacher practice; align professional goals.

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

- The Professional Development (PD) committee (Administration, Lead Teachers) will develop and implement PD plans that support individual or tiered grouping of teachers based on the data and trends noted from classroom visits and teacher data (Measures of Student Learning – MOSL and Measures of Teacher Practice – MOTP)
- Network Achievement Coaches will provide ongoing guidance throughout the year in Math, Literacy, ESL and Student Engaged Assessment

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

- Benchmark cycles will be established to track impact of the school's professional development on student progress (Nov., Feb., May)
- Teacher teams will follow an inquiry cycle, informed by their review of student work in order to plan, do, check and act

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

- Professional development sessions will begin in September 2014, and will end in June 2015.
- Planning time, at least once a week, will be provided during the instructional day for collaborative learning and planning.
- Teacher teams will conduct walkthroughs/Instructional Rounds, two to four times a year. Feedback is then captured in glows and grows and shared with the staff.

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

- Advance, ARIS Learn, or EngageNY will be utilized to engage teachers in professional development opportunities.
- Core Inquiry Team will be established to support grade level teacher teams.

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).

- Workshops are being conducted to inform parents of the Common Core Standards and the increased academic rigor. Parents are encouraged to access the DOE website for additional information. Workshops include ELA & Math Test Preparations – handouts, articles, games, websites, sample test questions (March), Family Math Night (October), Family Literacy (November), Career Day (November), Science Fair (December), Social Studies (January), STEM (January), Computer Literacy

(January), New Parent Orientation (September)

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	x	Title IA	x	Title IIA	x	Title III	x	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Contracts for Excellence, ARRA											

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, at least 15% of all students will display a deeper understanding of place value concepts; fraction concepts; measurement concepts and be able to apply these understandings to solve real-life problems with growth in their ability evident in their performance on the regular ongoing baseline assessments compared to improved performance on regular ongoing school-based summative common 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.

After conducting a trend analysis from the NYS Math Exam and examining the math practices, we noticed that our students need additional enrichment or tutorial activities in the areas identified below to help raise their level of understanding as measured by the Common Core Standards.

The areas indicated below are areas where large portions of our student body were not successful as indicated by the NYS Math exam.

Numbers and Operations in Base Ten (NBT 1) – Place value

Operations and Algebraic Thinking Standards (OA) across grades

Instructional Strategies/Activities

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

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

Strategy #1- Curriculum planning that aligns the GoMath Mathematics Program to the Common Core Learning Standards (CCLS)

- Through regular professional development, teachers will develop their competency in coherent instruction, questioning and discussion and use of assessments as detailed in Advance.
- All students will complete two rigorous Common Core aligned tasks in math.
- Grade level teams will collaboratively plan common core aligned lessons using GoMath and other supplemental resources.
- Teachers will focus on strengthening the use of academic and content specific vocabulary and higher order questioning in their classrooms.
- Teachers will be regularly observed to see their implementation of lessons that include the standards of mathematical practices that embed the instructional shifts.
- Grade inquiry meetings will look at student work products and make adjustments to units, lessons and develop strategies to address individual student needs.
- Teachers will engage in professional learning opportunities offered by the Network / Bureau of Educational Research (BER) around the standards of mathematical practices.

Strategy #2- Response to Intervention (RTI)

- School will unpack and utilize Go Math's itool technology and the program's manipulatives.
- The school administration will ensure that an equal amount of time will be devoted to the teaching of mathematics by deliberately identifying blocks of time for math instruction.
- The administration along with the instructional cabinet will identify students who fall below the standards; isolate the mathematical skills students need; collect and evaluate progress monitoring data every six to eight weeks.
- The data specialist will compile data to generate small learning groups

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

- Grade leaders, instructional cabinet and administrators will support the teacher team curriculum planning throughout the year to ensure that the end of unit tasks are rigorous.
- The data specialist along with Special Education liaison will use the results from the progress monitoring data to create cycles of support for identified students.
- School administrators will continue to work with the Network Coaches to ensure that all students have access to a rigorous standards based curricula.

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

- Instructional benchmarking cycles established to track impact of professional development on student progress (Nov., Feb., May)
- Progress will be tracked through the identified expectations for teacher practice; improved student work products; and Teacher Team practice (Records of Meetings)

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

- Instructional planning will commence September 2014, and will end June 2015.

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

- The existing school program provides Teacher Teams to meet daily.
- Sub coverage provided to support ongoing professional development.
- 2 common planning periods per week have been set aside for Special Education teachers to plan collaboratively and to engage in research based professional study group;
- GoMath, CCLS, Math Instructional Shifts, Mathematical Practices, EngageNY, ARIS Learn

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).

- Workshops are being conducted to inform parents of the NYS ELA and Math Assessments, the increased academic rigor and the Common Core Standards (September, March).
- Parents will be trained in the use of the GoMath at home technology resource

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

IDEA, ARRA

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.

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.

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

1.

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

1.

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

1.

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

1.

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

6.

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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

6.

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	Double Dose Foundations, Fountas & Pinnell, Great Leaps, Wilson, Passport Voyager , LLI – Leveled Literacy Intervention, Measure Up – ELA, Keep on Reading – Comprehension Across Curriculum, Curriculum Mastery Games – ELA, Common Core ELA	Push-in/Pull-out, small group, tutoring, one-to-one	<ul style="list-style-type: none"> • Tier1 RTI is delivered by teachers in the classroom, flexible grouping • During the day, 3x/wk, 20-30 minute blocks • After school, 2x/wk, approx. 2 hrs
Mathematics	Measure Up – Mathematics, Common Core Math	Small group	<ul style="list-style-type: none"> • During the day • After-School, 2x/wk, approx. 2hrs
Science	Non-fiction literature/resources Hands-on exploration Learning centers	Small group instruction	pull-out/push-in sessions during the instructional day
Social Studies	Non-fiction literature/resources Primary source materials infused in classroom instruction Learning centers	Small group instruction	pull-out/push-in sessions during the instructional day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling Classroom visits Parent meetings	<ul style="list-style-type: none"> • Guidance counselor provides counseling to all mandated students, in addition to all students for crisis intervention, referrals for assessment, academics, teaching life and social skills, educating and assisting parents, improving self image, accepting consequences, problem solving, self control, peer pressure, etc • School Psychologist & Social Worker are intermittent, as needed; no more than 2-3 sessions with a child, 1:1 intervention w/ child and follow-up consultation w/ teacher 	During the school day

		and/or parents	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed*.
- 1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 2. 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.
All staff are qualified, certified and fully licensed as evident in the BEDS survey. Pedagogues appointed to PS 54Q are supported with comprehensive Professional Development offerings based on administrative assessment and individual self reflections

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional Development is offered through CFN 209; teachers are sent out to attend workshops across content areas. Common planning time is built into the schedule to allow for sharing of information/best practices attained at the meetings/professional development. School inter-visitations are set up to share best practices. Staff attend BER Workshops

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Based upon identified school needs around personnel and resources, funding decisions are made in conjunction with Network Budget and Human Resource Liaisons. Student Reports are generated and data is reviewed to ensure that funding guidelines are adhered to in order to meet compliance.

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.).
Based upon identified school needs around personnel and resources, funding decisions are made in conjunction with Network Budget and Human Resource Liaisons. Student Reports are generated and data is reviewed to ensure that funding guidelines are adhered to in order to meet compliance.

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.
Teacher Teams actively engage in ongoing review of student work/data to inform their practice. They conduct regular check-ins for understanding to inform their mid-unit adjustments and assessments as they track student progress. These efforts are supported by PD plans which offers opportunities for teachers to expand their knowledge and practice with curricula; design and implementation of formative assessments; UDL strategies; differentiated 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)

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:

P. S. 54Q receives Title 1 funds to implement supplemental instructional programs. The programs we develop are based on the philosophy that effective school communities include programs that build the capacity of parents (empowerment) to support their child's education and the school. We have established, through SLT, procedures for involving parents in program activities. We provide workshops to help parents work with their children:

- New Parent Workshops
- Common Core Standards
- ELA, Math, Science and Social Studies Workshops
- ELL Workshops
- Community Resource Workshop
- College and Career Readiness
- Parent Access to Healthcare
- Positive Parenting
- Creative Arts Parent Workshop on Communication and Media; on Diversity and Inclusion
- Anti-Bullying Workshop
- Child Abuse Prevention Workshop
- Gang and Youth Violence Workshop
- Homework Help Workshop
- Effective Use of the Public Library System
- Middle School Preparation/Transition Workshop
- Outside agencies such as Cornell University conduct workshops on Nutrition and Parenting

P.S. 54 will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- a. That parents play an integral role in assisting their child's learning;
- b. That parents are encouraged to be actively involved in their child's education at school;
- c. That parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA
- d. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

A parent coordinator will implement and facilitate all parent involvement activities.

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

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

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

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; such as Family Math Night and Family Literacy Night
- 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;
- utilizing the Tuesday repurposed time for parent engagement and parent workshops;
- grades K-5 creating monthly newsletters to parents;
- grades K-5 creating and maintaining a grade wide website;
- 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;**

P. S. 54 will provide a wide range of opportunities to inform parents about the program design, operation and evaluation. Parents and educators will work together to achieve the programs' objective. The Department of Education requires all Title 1 schools to establish a Parent Advisory Council through an election process. P. S. 54 holds this election annually in September; the Title 1 representative is also elected annually. The parents must elect the members to PAC at a PTA meeting. A majority of parent members on the council must have children who are served in a Title 1 program. A teacher may be a member of the council. The council functions in an advisory capacity, in the planning, implementing and evaluating of Title1 programs.

- The Parent Coordinator will schedule these meetings.
- The PAC or a representative will attend District Advisory Council/District Council of Presidents meeting to:
 - obtain information of their rights/responsibilities under Title 1 guidelines.
 - written description of program activities for review, discussion and recommendation
 - receive information & provide input regarding program goals, objectives and procedures for selecting and assessing school and students, develop of educational strategies, implementation and evaluation
 - Review monthly updates of program activities
 - Discuss recommendations for change

Annual Meetings:

A critical component of all parent activities, especially Curriculum Night, PTA Conferences, registration and workshops, is the language component; P. S. 54 provides translation services (written and oral) in the languages of our parent population, including some which are not provided by the Dept. of Education translation service providers (Punjabi, Urdu, Bengali, Hindi). Open House Curriculum Night is in September. At this time, the Title 1 Parent Involvement Policy and School/Title 1 Plan will be distributed. Staff present an overview of their programs. During the year, the funded personnel; will conduct workshops related to topics requested by parents. Community resources will be brought in to support parents' needs. The school will provide ongoing communication (monthly calendar, newsletter, parent bulletin board at entrance) informing everyone of upcoming school worthy events, (PTA, SLT meetings, Open School etc), information, and helpful tips. The Principal will hold quarterly meetings with the PTA Executive Board. The Principal's open door policy has been expanded to include Breakfast Meetings held periodically with parents of different grades. These meetings inform, educate and foster good communication and relations. Parents will continue to be consulted at PTA meetings and given the opportunity to make recommendations through the PAC.

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

- 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;

Parent Involvement Activities

Title 1 funds will be set aside to pay for parent involvement activities. These activities will be based on parent surveys which identify and prioritize parents' needs and wants. These have been used to purchase Student Folder (K-2) and Planners (3-5) and may include workshops, trips aligned with student curriculum (libraries/reading, social studies/museums), attendance at conferences, and the maintenance of the Multicultural, multilingual Parent Lending Library, established through Title 1 funds. The Parent Lending Library will continue to be developed and maintained by the Parent Coordinator.

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

P.S. 54Q will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Follow New York City and State curricula and standards as outlined in the Common Core.
- Participate in appropriate new initiatives.
- Meet the needs of all children by differentiating instruction using UDL and DOK
- Be knowledgeable about new trends, materials and curriculum and adapt those that will help raise student achievement.
- Use Balanced Literacy, Ready Gen and Go Math Curriculum.
- Provide ongoing assessment.
- Provide additional help for strugglers through tutorials, pull-out AIS/RTI (6-8 weeks cycles), after school AIS program (25 sessions) and a Saturday ELL Academy (10 sessions)
- Provide ongoing professional development for teachers to support best practices in teaching and learning. Sending teachers to routine CFN209 meetings in math, ELA, Special Education, ESL, & Data/Inquiry.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences held in November and March and at other times during the year as needed. In addition, parents of students who are "promotion in doubt" will be notified in November and January and will meet with their child's teacher during those months.

3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:

- New Parent Orientation in September
- Curriculum Night/ Parent Conferences in September
- Report cards in November, March and June
- Academic at-risk notification in October
- "Promotion in doubt" notices and conferences in November and January
- Parent-teacher conferences as needed, in addition to the November and March parent teacher conferences
- Progress Reports
- Communicate goals to parents
- Grades 3-5 inform parents of students' Benchmark scores and areas in need of improvement

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- During parent-teacher conferences in November and March and May
- Before school or during teacher preps by appointment

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Observations of classroom activities during Open School Week and by special arrangement
- Volunteer program. Parents are invited to volunteer in the lunchroom or for tutoring (Learning Leaders Program)
- Assembly programs
- Field trips and other special activities
- Plant and book sale

6. Involve parents in the planning, review, and improvement of the school's parent involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 f the Title 1.

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need it.
- Complete all assignments
- Read and write for at least 30 minutes every day outside of school time.
- Give to my parents or guardian all notices and information from my school on the day they are given and remember to return them to school on time.
- Come to school every day and on time
- Bring a note to my teacher after any absence
- Respect my teachers and classmates
- Pay attention in class and try my best
- Study at home and do what I can to learn what I need to do
- Try my best and be a responsible member of the class and school
- Bring necessary supplies and materials and be prepared for learning each day

•
DBN: 28Q054

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

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

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$278,640.45	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	\$92,497.00	X	See action plan
Title III, Part A	Federal	\$17,000.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,244,157.00	X	See action plan

¹Explanation/Background:

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

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

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

- 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.

²The **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.



Department of English Language Learners and Student Support

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<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 54 Q - The Hillside School	DBN: 28Q054
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 3
of content area teachers: 4

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:

The Title III Program will be open to English Language Learners in grades 2 through 5, and it will be held on ten (10) consecutive Saturdays from 9am to 12 noon. During each Saturday session, one supervisor and seven (7) teachers, trained in ESL strategies and sensitized to the needs of the ELLs, will present lessons designed to help the students meet the NYC / NYS standards in English as a Second Language and English Language Arts. Lessons will be aligned to the CCLS; the CIEs and our 2014-15 Instructional Focus as stipulated in our annual school goals and noted within our CEP.

There will be four classes of (15) students each, organized according to English language proficiency as indicated by the NYSESLAT and NYSITEL exams. Instruction will be provided by a licensed ESL teacher and a common branch teacher in an integrated team teaching model for each class. Each team of educators will implement ESL strategies and scaffold instruction in order to facilitate and enhance students' competence in English in accordance with the standards. Instruction will focus on language development with an emphasis on narrative and informational text / writing. The additional content area teacher will focus technology and provide the children with opportunities to practice research and writing skills using interactive white board; laptops and ipads. (The Technology Teacher will also facilitate support to parents during the parent involvement sessions being provided.)

Students' strengths and weaknesses will be informed by current student data and addressed by differentiating instruction and the appropriately tiered intervention strategies will be implemented accordingly. Teachers will provide multiple entry points for student engagement and participation in the content and concepts presented using the UDL strategies we have been implementing school-wide. (PD has been ongoing in these areas and supported by multiple resources.)

During each session, students will be scheduled for three periods of interdisciplinary literacy instruction in writing/speaking, reading/listening, and literacy through technology. Activities in listening, speaking, reading and writing will be aligned with the units of study within the Balanced Literacy program.

These activities will include but are not limited to maintaining writers' notebooks, author studies; read-alouds; literature circles; and shared / paired reading; with a strong focus on immersing students in non-fiction literature to further strengthen language acquisition and build academic vocabulary. Technology

Part B: Direct Instruction Supplemental Program Information

will be used to support non-fiction applications in an effort to familiarize students with word processing and to teach them how to use the internet for research. Small groups will further support students receiving differentiated and individualized instruction, and will also enable teachers to confer frequently to tailor instruction to the varied learning styles of students in their group. Congruence between Title III teachers and the students' regular classroom teachers will help guide the direction of instruction and reinforce areas that have been identified as requiring further strengthening.

Assessment will be ongoing throughout the program, and will be evidenced by work samples in students' portfolios; performance tasks; and teacher generated assessments, as well as conference notes. Materials will include but are not limited to the Leveled National Geographic Non-Fiction Series; MONDO Safari selections; Now I Get It series; as well as the Leap Track Reading System and Voyager. These contain high interest nonfiction content which motivates readers of varied abilities by providing for interactive, multisensory instruction; critical word-work knowledge; and the development of reading comprehension.

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:

For the duration of the program, 1 hour sessions of professional development will be provided for the teachers on each day of the program. The professional development program will be facilitated by the ESL teachers and supervisor. It will be designed to inform the instructional staff on the best practices within ESL instruction to be employed in assisting the targeted students in increasing their level of achievement in listening, speaking, reading, and writing activities across the content areas. This training will take place for one (1) hour from 8:00AM to 9:00AM on each of the Saturdays, immediately preceding the beginning of the 9:00AM to 12:00 PM program being offered to the students. (Funding will be provided by the school 5% Set Aside Title I TL funding.)

Additionally, teachers will be supported with integrating technology in their instruction through the use of Smart Boards / Projectors, thereby reinforcing English Language Learning for this targeted ELL population. Teachers will have access to current student data (MOSL; Fountas & Pinell Benchmarks; Unit Assessments; etc) in order to better inform instructional strategies being implemented for these students. Specialized techniques for ESL instruction will include experiential learning as well as hands-on, visually stimulating lessons. Research has shown that our students gain substantial transference of skills from the exposure to hands-on applications. All instruction will be aligned with CCLS; the CIEs and our Instructional Focus as set forth in our annual school goals, as evidenced in our CEP for the 2014 - 15 SY.

Teachers have an overview of the NYS ESL Standards; copies of "Classroom Teacher's ESL Survival Kit #1

Part C: Professional Development

and #2". All teachers already possess a copy of the "ESL Strategies" and "Critical Thinking Strategies" flip book by Mentoring Minds to support their lesson planning and implementation of instruction. These tools provide useful questioning stems and prompts aligned to improving "Questioning and Discussion" practice for our children. In addition, our teachers will also utilize the following professional resources: "Classroom Instruction That Works With English Language Learners" (2nd Edition); "Content-Area Conversations"; "Total Participation Techniques"; "50 Strategies For Teaching English Language Learners"; as well as "The Common Core Lesson Book". Teachers will also access resources from our school-wide professional development sessions to further enhance purposeful and targeted instructional practice. This PD Plan is designed to prepare them not only for this supplemental instructional program but also establishes increased alignment with instruction among the ESL and general classroom teachers during the school year.

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:

In our efforts to make the parents of our ELLs feel increasingly more comfortable within our school environment and to involve them in the academic lives of their children, they will be invited to participate in the ten sessions of English Language Instruction Through Technology. These sessions, which will have a strong technology focus, will be held concurrently with the instructional program for the children. The sessions will also be held from 9am to 12 noon each Saturday. Parents will be immersed in the instructional strategies implemented in ESL to become better informed in ways to further support and reinforce their child's education at home.

Parents will receive technology training utilizing our computer lab and will engage in similar instructional activities as their children by cycling through the sessions in the same manner as the children. Instructional support for parents will be provided through Title III ELL Academy at no additional cost and will be further supported by the regularly scheduled workshops offered during the school year to parents / families within our school community. Parents will be provided with a schedule of workshops, each with varied focus at the beginning of the Saturday ELL Academy and this will also be communicated via our Monthly School Calendar and Parent Newsletters. The Parent Coordinator will be in attendance to ensure additional support and to coordinate translations services as needed. (Cost of PC is will be covered by school budget.)

Part E: Budget

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

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 054
School Name The Hillside School		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Anita Prashad	Assistant Principal Shirley Rios
Coach	Coach
ESL Teacher Vivian Kaiser	Guidance Counselor Eva Braun
Teacher/Subject Area Kyriaky Harilaou/4th grade	Parent Indira Khan
Teacher/Subject Area Robert Brady/Science 3-5	Parent Coordinator Vikash Narine
Related Service Provider Roberta Rosen	Other Charlie Fabella
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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	572	Total number of ELLs	150	ELLs as share of total student population (%)	26.22%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	150	Newcomers (ELLs receiving service 0-3 years)	102	ELL Students with Disabilities	15
SIFE		ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	106	3	4	39	0	9	5	0	2	150

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	106	3	4	39	0	9	5	0	2	150
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

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

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	27	29	20	10	14	12								112
Chinese														0
Russian														0
Bengali	4	2	0	0	2	2								10
Urdu	0	1	0	1	3	0								5
Arabic	1	2	3	0	0	2								8
Haitian														0
French														0
Korean														0
Punjabi	2	1	1	2	0	1								7
Polish														0
Albanian														0
Other	2	1	1	2	1	1								8
TOTAL	36	36	25	15	20	18	0	150						

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)	20	4	3	3	5	6								41
Intermediate(I)	13	17	5	2	6	8								51
Advanced (A)	3	15	17	10	9	4								58
Total	36	36	25	15	20	18	0	150						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	3	16	3	2	5	2							
	A	0	14	14	8	8	0							
	P	0	1	3	1	1	1							
READING/ WRITING	B	4	9	4	3	4	4							
	I	0	11	6	1	5	2							
	A	0	12	10	2	4	0							
	P	0	2	3	7	7	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	7	0	0	15
4	14	2	1	0	17
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	2	8	2	2	0	0	0	18
4	15	3	3	0	0	0	0	0	21
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	3	7	0	9	0	1	0	21
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Assessment Tools used at PS 54 to assess early literacy skills of ELLs are Fountas & Pinnell, Foundations and TCRWP as well as informal assessments by classroom teachers. The data indicate that area of deficiencies are found in phonemic awareness, sight words, fluency and decoding.

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

During the month of September the LAB-R is administered to incoming students who meet eligibility as per the HLIS and informal interview with the parent(s). As of now, 64 kindergarten, 1 third grader, 1 second grader, 2 third graders and 2 fifth graders were tested. Thirty (32) kindergarteners scored at the proficient level requiring no ESL support. The remaining 32 students displayed variability in their English proficiency. Eighteen (18) students scored at the beginner level, ten (10) at the intermediate and four (4) at the advanced level. The number of students tested and the results obtained are consistent with the trends we have noticed over the last few years which indicate that a high number of incoming ELLs are at the beginner level of English proficiency. Staff need to be mindful to infuse ESL methodologies/strategies in their lessons.

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 [AMAQO tool](#))

NYSESLAT indicates that ELLs acquire proficiency in Listening and Speaking within the first two years of instruction in English, however, reading and writing are areas where the greatest delays are shown. In order to address the discrepancy in modalities our focus this year is to continue to develop the writing process utilizing the 6+1 Writing Traits, the Writing Fundamentals Program, checklists and rubrics to address the needs of all students. In addition guided reading is implemented in all classes to address the needs of all students. The inquiry team (comprised of ESL, classroom, and IEP teacher, SETSS, data specialist and administration) is in place to analyze data and recommend strategies to be implemented in the classroom. The data attained from various assessments including the Periodic Assessment is used to drive instruction and to target areas of weakness in preparation for NYSESLAT. Based on the trends from the Periodic Assessment we are able to adjust and set new SMART goals for our students.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Spanish speaking students who are newcomers to P.S. 54Q are offered the opportunity to take content area exams in English and in their native language. We have not observed that tests taken solely in English or native language is helpful. English and native language text used simultaneously seems to be more effective. Results vary greatly based on the academic background of the student. Students who are on grade level or above in their native language but lack proficiency in English, achieve greater success in standardized tests than ELLs who are below grade level and lack academic skills in their native language. This clearly demonstrates that grade appropriate academic preparedness plays a significant role in how our ELLs perform. Based on test results from the last three years, we can conclude that academically prepared students are able to develop language skills that allow them to perform at grade level in a shorter period of time. On the other hand ELLs who lack the grade appropriate language and academic skills in their native language perform at a much lower level on standardized tests and experience difficulty in acquiring concepts and academic language. Native language support is necessary to comprehend and follow directions. Support is provided in the form of glossaries, direct translation dictionaries and peer support. Students are encouraged to use their native language to produce a writing piece during the writing workshop. During the reading workshop, books are made available in Spanish, Bengali, Urdu, Punjabi and Arabic. We are currently looking for age appropriate books in other languages.

Data obtained from Periodic Assessment is used to inform teachers of the level of proficiency of the students. Test results are used to drive instruction and to target areas of weakness in preparation for NYSESLAT and ELA exams. Based on trends from the Periodic Assessment ESL and classroom teachers are able to adjust and set new SMART goals for our students.

Historically, English Language Learners have demonstrated that their listening and speaking skills develop before their reading and writing. This is often evident in the Periodic Assessment scores where vocabulary, reading comprehension are usually significantly below grade level. It is also supported by ELA and NYSESLAT scores. Emphasis is therefore placed on developing vocabulary and reading comprehension skills using ESL methodology in the classroom and during ESL instruction. Based on the results of the 2013 NYSESLAT scores, a change in this trend was noted; eight (8) English Language Learners in the second grade achieved proficiency in both 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](#).)

At PS 54, there is a strong focus on promoting language and literacy development founded on a rigorous and effective instructional core (Tier 1). In grades K-2, instruction is focused on developing oral language skills through the use of language experience, questioning and discussion techniques, interactive read alouds, story telling using wordless books and vocabulary instruction. In grades 3-5, instruction is focused on developing language skills by front loading vocabulary, sentence structure and concepts, open ended

questions that engage students in discussions and dialogue about a variety of topics, close reading, language frames for speaking and writing, sentence transformations through guided dialogue and jointly constructed extended writing. Our Tier 2 instruction is based on a pull out model. Our students in grade 1 are receiving Double Dose Foundations, grades 2 and 3 are using Leveled Literacy Intervention (LLI) and grades 4 and 5 are using Voyager's Ticket to Read.

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is fostered through the use of differentiated instruction and scaffolding strategies discussed during common planning sessions between classroom teacher and ESL instructors. Examples of differentiated instruction is provided through visual and gestural cues, use of graphic organizers, and UDL strategies in order to provide multiple entry points to address the various language proficiency levels.
 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success is measured in terms of the number of students who are able to exit the program via NYSESLAT, as well as showing movement from a lower level of proficiency to a higher one in each domain of language learning. ELA and Math scores of Level 2 and above are further evidence of success. In addition to standardized tests, overall performance in the school setting is also considered. Any small increments of achievement in academic as well as social areas for English Language Learners are important and should be celebrated.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The development of the Language Allocation Policy (LAP) at P.S. 54 is the result of a multidisciplinary collaborative effort among the school's principal, the assistant principal, ESL and classroom teachers, service providers and the guidance counselor. All the staff involved in the educational process at P.S. 54 are cognizant of the rationale and protocol for the placement of ELLs. At registration, the Home Language Identification Survey (HLIS) form is given to parents/guardians by the ESL teacher in order to determine the dominant language spoken in the student's home. At that time an informal interview is conducted in English and in the parent/child's native language. When the ESL teacher cannot be present, other pedagogues who are proficient in the parents' native language are available to conduct the interview (SETSS, special education teacher, and IEP teacher). Language support during the interview is available in Spanish, Urdu, Punjabi, Italian, Hebrew and Tagalog). Based on the information provided by parents on the Home Language Identification Survey and the oral interview, the ESL teacher is able to determine whether the student is eligible to be tested using the LAB-R in order to assess the student's English proficiency level. That in turn determines the mandated number of units of ESL instruction the learner will receive from the ESL teacher. LAB-R is administered to eligible students within ten (10) school days of their official enrollment. Students whose first language is Spanish and who scored below the passing cut-score on LAB-R are then assessed with the Spanish LAB. Spanish LAB is administered to students by our ESL teachers who are both proficient in the Spanish language.
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.
The next phase of the process involves scheduling orientation meetings for parents of students who are identified as English Language Learners. The purpose of these orientations is to inform parents of the program options available to their children. Translators are available when needed at the orientation. After viewing the orientation video provided by the NYCDOE in their native language, parents have the opportunity to participate in a question and answer session. Parent Surveys and Program Selection forms in the parents' native tongue are discussed, filled out, a program selection is made and forms are collected at the

end of the orientation meeting. These forms are securely stored in the ESL room. A copy of the HLIS is kept in the main office, and the original is placed in the student's cum folder. When parents are not able to attend the orientation meeting on a particular day, follow up calls are made to arrange another meeting. Every attempt is made to ensure that parents are able to view the video and choose a program for their child. This orientation process is repeated throughout the school year as new ELLs are enrolled.

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

Based on scores obtained on the NYSESLAT, continued entitlement letters are distributed to parents in their native language. Non-entitlement letters are sent to the parents of students who achieve proficiency in the English Language. Copies of continued entitlement/non-entitlement letters, HLIS, Parent Survey and Program Selection forms are stored in the ESL room in order to maintain accurate records. Copies are also placed in the student's cum folder.

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.
Placement in a language program is determined by scores obtained on the LAB-R, and parental choice as indicated on the Parent Survey and Program Selection form. Parents are notified of LAB-R results via translated entitlement letters in their native language. Copies of all the letters are kept on file in the ESL room, as well as the student's cum folder. When parents opt to have their child placed in either a TBA or Dual program that is not offered at PS 54, a transfer option is presented. If parents agree to the transfer, every effort is made to find an appropriate placement for their child at another school. Parents are also informed, through the use of interpreters and translated materials, when needed, that if fifteen (15) students who speak the same language in two contiguous grades are enrolled, a bilingual class in that particular language can be formed. Parental choice is carefully monitored throughout the school year as new students are enrolled.

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.

Students who have been identified as English Language Learners are tested in the spring with the NYSESLAT within the grade band of their respective grades. The speaking section is administered individually by an ESL instructor who is not the student's ESL provider. The Listening, Reading and Writing are administered in group sessions according to grade with testing modifications as stated in the student's IEP. The scoring of the writing section takes place in-house. ESL teachers collaborate to norm the rubric, and student's writing is not scored by the student's ESL instructor, but rather by another ESL pedagogue.

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 language program currently offered at P.S. 54 is Freestanding ESL following a push-in/pull-out model. Program Selection forms are periodically reviewed by the LAP team to identify trends in parental choice. Programmatic changes will be put in place to reflect parental preference if a sufficient number of students who speak the same language is noted. The program model offered at P.S. 54 is aligned with parent requests. The program selection trends for the last five years indicate that parental preference is for Freestanding ESL as demonstrated by the following data: for the 2009-2010 school year parents selected Freestanding ESL eleven (11) to five (5) over TBE or Dual. In 2010-2011 fifteen (15) parents chose Freestanding ESL to eight (8) TBE, for the 2011-2012 school year sixteen (16) parents opted for Freestanding ESL, three (3) chose TBE, and two (2) chose a Dual language program. In 2012 -2013 twenty-eight (28) parents chose Freestanding ESL, and twenty (20) chose TBE. In 2013-2014 fifteen (15) parents chose Freestanding ESL, twelve (12) chose TBE and four (4) chose Dual language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The language program offered at PS 54Q is Free standing ESL that follows a push-in/pull-out model. Students are grouped heterogenously in their respective grades.
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)?

Advanced students in grades 1-5 are serviced in a push-in/pull-out model. They receive 4 periods of ESL per week for a total of 180 minutes, and four periods of ELA instruction from their classroom teacher. Students at the beginning and intermediate levels in K-5, are serviced in pull-out sessions for 8 periods per week for a total of 360 minutes as dictated by the LAB-R/NYSESLAT scores.
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.

The ESL teacher pushes in during literacy/writing blocks to deliver language instruction in a co-teaching model. ESL teachers, classroom teachers and service providers have common preparation time to plan, organize, and coordinate instruction, as well as work on long and short term goals for the students. In addition, this time is utilized to collect and analyze data derived from various assessments (ELA, periodic assessments, NYSESLAT, performance series, Fountas & Pinnell), which are then used to drive and differentiate instruction. Technology is integrated into daily instruction in the classroom to facilitate the research and writing of reports in the content areas. Through the use of technology ELLs have been noted to make gains in their acquisition of academic language, and demonstrate greater ability to work independently. All staff members at P.S. 54 have high expectations for their students, fully realizing that ELLs have to meet the dual challenge of acquiring a new language as well as learning content-based, academic language. In order to facilitate content learning and ensure academic rigor, P.S. 54 implements best teaching practices and learning strategies that are aligned with current ESL/ ELA Common Core standards, and core curriculum in literacy and content areas. Each ESL lesson is designed with both content and language objectives in mind. Differentiated instruction and ESL methodology are essential in order to meet the educational needs within each ELL subgroup. Instruction of ELLs is consistent with the Balanced Literacy program that is implemented throughout the school, following the workshop model. Students work in flexible groups. Within these groups new learners receive comprehensible input from teachers and peers, and have more opportunity for oral practice and repetition of content information as peers help ELLs negotiate meaning. Instruction of English language functions and grammar structures takes place within the context of a lesson, and not in isolation or through drills. Scaffolding helps to support students' understanding of academic content. ESL teachers use and encourage classroom teachers to utilize a wide variety of print and visual resources to support the development of academic language. Language in the classroom is modeled so that ELLs receive comprehensible input in a manner consistent with their ability to participate, but which does not reduce the quality of the language input from the teacher. Instruction for newcomers who are new arrivals, as well as students who have been in the U.S. longer, but less than three years, encompasses a variety of approaches which incorporate visuals and gestural cues, realia, repetition, paraphrasing and TPR (Total Physical Response). The use of big books and picture books for beginners are effective tools for making vocabulary comprehensible and encouraging oral language. Graphic organizers are used to help enhance

students comprehension of content, increase higher thinking skills, and facilitate the writing process. In addition, newcomers are often paired with other students who share the same language background to help the new arrivals adjust to their new school environment. Teachers model the appropriate language and are cognizant that sometimes there might be a “silent period”.

It is our goal at P. S. 54 to make our ELLS full participants in the daily instructional programs and to engage them in accountable talk with specific focus on the transitional ELLs and their need to develop academic language. One way to achieve this goal is through the use of literature that reflects the students’ culture background. This in turn enables the learners to activate their prior knowledge as a way of connecting to the lesson. As comfort level and proficiency in English develop, content area instruction becomes an integral part of the lesson. Content is taught by both classroom and ESL teachers. The ESL teacher frontloads the lesson, previews vocabulary and facilitates the comprehension of difficult linguistic structures/passages in the text. Articulation between ESL and classroom teachers occurs on a weekly basis to coordinate content area instruction and to plan how best to scaffold lessons before the content is introduced to the students. Scaffolding is provided when needed to promote deeper understanding and retention of the lesson. Classroom teachers are able to utilize ESL strategies in order to make content more comprehensible to their ELLs. Through the use of visual cues, speaking in a clear voice at a normal rate of speech, using repetitions, paraphrasing key points, and defining essential vocabulary within a context, teaching points are made salient to students. Working with peers in small, flexible groups during daily instruction is an effective strategy to ensure that ELLs are actively engaged in the learning process. When content, goals and strategies are coordinated; the opportunity for academic language to develop is greatly increased.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students whose first language is Spanish are evaluated in their native language with the Spanish LAB. In order to gain some understanding of their academic background, translators and translated materials are utilized whenever possible.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year ELL's are evaluated in all four modalities using the following tools. The SOLOM scale matrix is utilized to monitor and evaluate oral language development. Audio books and recordings are employed to develop and assess listening skills with particular focus on phonemic and phonological awareness. Reading skills are assessed through the use of Fountas & Pinnell benchmarks and guided reading conference notes. Writing is assessed through the use of Schoolwide Fundamental Units and Common Core aligned tasks. In addition, formative assessments are routinely utilized school wide.
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).

ESL teachers help their students prepare for assessment and standardized tests, teaching, for example, not only content but the academic language embedded in the questions. Results of these assessments are shared by classroom and ESL teachers in order to tailor instruction to the needs of the students in a consistent manner.

Our SIFE students currently enrolled in fourth and fifth grade have gained some proficiency in the English language but still present with profound delays in literacy skills, including inability to read and write in their home language. Basic instruction in letter recognition, phonemic awareness and phonics is provided during the extended day and pull-out sessions. Throughout the school day translation and modeling are provided by teachers and peers in order to facilitate comprehension. Picture books and big books with repetitive text are utilized taking into consideration the student's age and interest. Content area is presented through the use of visual aides such as photographs, posters, maps and graphs. Differentiated instruction and UDL strategies are utilized throughout the day.

Long-Term ELLs have instruction tailored to their needs. When instruction is differentiated to address the specific needs of this particular group, more targeted academic instruction is implemented. Materials are examined and adapted to meet the students' level of achievement. Visuals, text and vocabulary previewing, discussions, clarifications and explanations are examples of materials and methods that are employed. Content area instruction is a priority. ESL and non-ESL teachers use appropriate level fiction and non-fiction books. Dictionary work, math, social studies and science textbooks are adapted for the ELLs. Emphasis is placed on Tier II words that emphasize higher level vocabulary and concept development. Instruction/Material are differentiated and UDL strategies are incorporated in the course of instruction.

Students who have achieved proficiency in the English language continue to be monitored by ESL and classroom teachers. The students' progress is measured by results from ITA/Predictive tests and assessments of overall performance in the classroom. PS 54Q complies with the New York State Board of Regents regulations which permit schools to provide former ELLs with testing accommodations on NYS examinations for up to two years after they achieve proficiency on the NYSESLAT.

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?

Students with Disabilities in self-contained classes are serviced according to the mandates of their IEPs. In order to facilitate access to academic content, ELLs and SWDs have access to listening centers, interactive SMART boards are used in the classroom, computer assisted instruction is provided whenever possible.

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?

At PS 54Q SWDs are mainstreamed into the Least Restrictive Environment throughout the day. For example, students are mainstreamed during lunch and gym periods. They are included in grade level class trips. Academic mainstreaming is provided into a grade level class when appropriate for literacy and math instruction.

Courses Taught in Languages Other than English

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

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

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

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

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

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

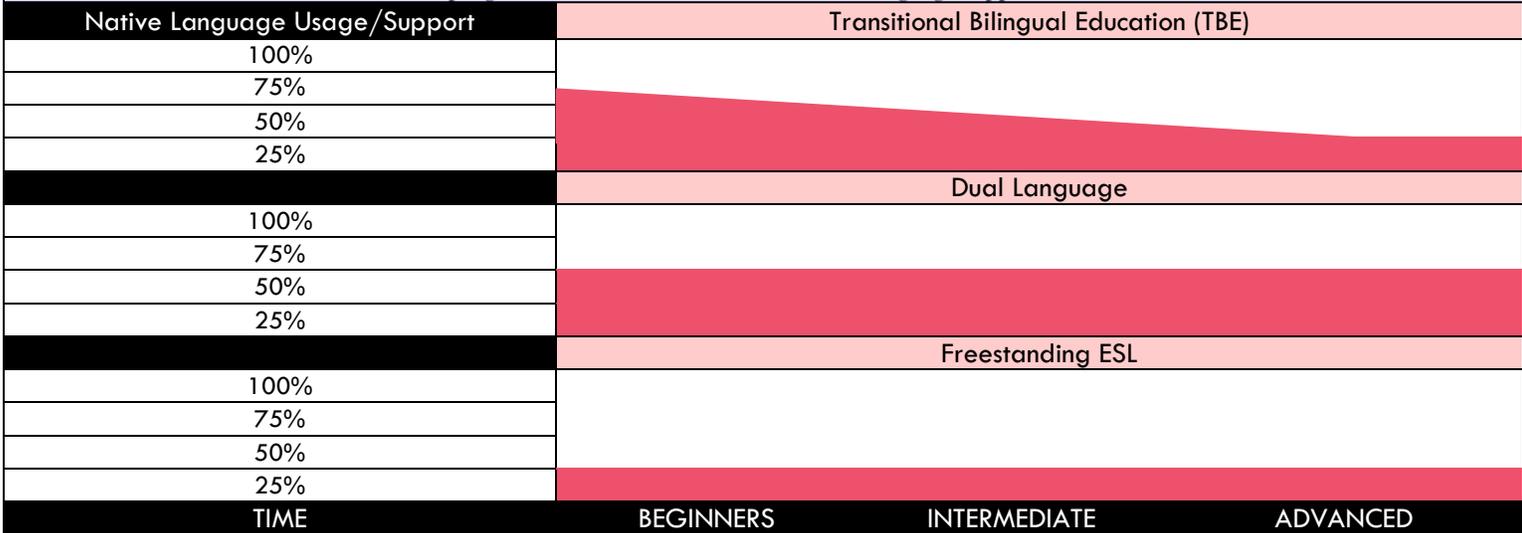
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention program for ELLs scoring Level 1 and 2 in ELA consists of Wilson, Great Leaps, Foundations, Leveled Literacy Intervention (LLI), Voyager Ticket to Read, Balanced Literacy utilizing Teacher's College Reading components, Ready Gen, and Schoolwide Writing Program. In addition students have the opportunity to further develop their writing skills with the support of the writing teacher. We use a push-in/pull-out model with small group instruction, 1:1 tutoring, peer tutoring, during the day and in Saturday ELL Academy. Go Math lessons are differentiated and taught utilizing manipulatives. Games are used at the end of week to reinforce concepts. Students create their own materials using mathematical units for projects.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- At PS 54Q the staff is cognizant that students have different learning styles. Teachers regularly review available data to inform their practice, to differentiate instruction, maximize learning and design multiple entry points by removing barriers that impede students learning, and support the needs of the ELLs in their class. To support this effort, UDL principles recommended by the DOE are being adopted schoolwide.
11. What new programs or improvements will be considered for the upcoming school year?
- New programs being implemented this school year at PS 54Q are Ready Gen and Go Math. These programs are Common Core aligned, have built in check-ins and are differentiated to address the needs of the ELL population.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have equal access to all school programs including after school AIS, extended day, and the YMCA. All students, including our ELLs have access to rigorous curriculum and standards.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs have access to technology in the classroom and computer lab. SMART boards are available in classrooms, as well as document readers, maps, globes, manipulatives, scientific tools, DBQs, direct translation dictionaries, thesaurus and graphic organizers/anchor charts that support the lesson of the day.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Textbooks are available in Spanish. In addition, independent reading books are available in Bengali, Punjabi, Urdu, Arabic, and Spanish. ESL instruction is delivered primarily in English with the use of Native Language to clarify concepts.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- PS 54 Q provides a wealth of materials and resources designed to support the age and grade level of our ELLs. Our school implements practices and learning strategies that are aligned with mandated ESL and Common Core Standards. The instruction of ELLs is aligned to the Balanced Literacy program that is implemented throughout the school following the Workshop model. Specific instructional materials are used to help ELLs meet those standards. Students are grouped according to levels obtained from NYSESLAT. They participate in small group instruction that is task oriented. Technology is used to assist in their acquisition of the English language. Classrooms display students' work at all levels of language learning. Teachers scaffold academic language to assist the ELLs, and offer opportunities for oral practice and numerous repetitions of content information to help ELLs negotiate meaning. All staff members model the proper use of English. All classrooms have leveled libraries that students have access to for both instruction and enjoyment of reading. Ongoing assessment strategies are used to ascertain the level of students' progress throughout the year. Lessons are designed to meet the standards while allowing for the different levels and needs of the students. Learning portfolios are used and reviewed throughout the year by the students and teachers. In addition students have access to Common Core aligned mentor texts and materials to support their varied skill 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.
- Following the process of registration newly enrolled ELLs are given a tour of the school to familiarize themselves with the lay out of the building and the staff. At P.S. 54Q we have a rich multicultural diverse population. As new students are enrolled we make it our priority to make the new entrants feel welcome and become active members of our school community. With this goal in mind special individual and group meetings are held. Parents are invited to visit our school and become familiar with the programs offered. Translated informational literature, beginning level books and survival skill information is made available. An initial meeting is held with parents to give them an overview of instruction, community resources available, an introduction to the school's Parent

Coordinator, and a schedule of parent meetings and workshops that will be held throughout the year. Some activities made available to newly enrolled ELLs are Curriculum Night, Family Math Night, and Movie Night.

18. What language electives are offered to ELLs?

N/A

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)?

N/A

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.

Throughout the school year, ESL, classroom and cluster teachers have the opportunity to attend workshops that address a myriad of topics. As teachers attend workshops outside of PS 54, they turnkey pertinent information to all staff. More recently discussed topics include aligning Common Core Standards to literacy and math, Writing Workshops through the Office of OELL, Exemplary Practices for ELLs through BETAC, and Differentiating Instruction. Our Network Support Specialists have also provided instructional workshops in ESL, Special Education, Foundations, and Special Education and English Language Learners Compliance Workshop. Our faculty conferences which are held on the first Monday of the month, are being utilized as a forum for providing additional professional development to all staff. For the month of September PD topics were differentiation, school goals for 2013-2014, strategies to support ELL and building academic vocabulary. Our focus in October was use of student data to set goals and drive instruction and improve questioning and discussion within all academic areas. In November our focus was close reading and raising academic rigor. Topics for future PD are supporting citywide instructional expectations in math, the instructional shifts, scaffolding student thinking, targeting instruction for all students especially our ELLs and SWDs, unpacking embedded language in content areas, frontloading vocabulary, scaffolding concepts and TPR.

All staff are informed of progress achieved on LAB-R and NYSESLAT as students transition from one level to another. Additional data gathered in ARIS is analyzed and discussed during common preps. Strategies are then recommended. When needed, ESL teachers model lessons in the classroom with emphasis on frontloading vocabulary before beginning a unit of study, unpacking embedded language in content areas and providing background information on units of study. For those students transitioning to middle school, content area vocabulary and concept development are stressed and reinforced throughout the year utilizing scaffolding and ESL methodologies. Students that are transferring from elementary to middle school are invited to visit their new school in order to facilitate their transition to their future academic setting.

Professional development is offered to classroom and cluster teachers as well as related service professionals in the form of workshops given by the ESL instructors. Workshops have included NYSESLAT training and scoring, SIFE, 50 ELL strategies, Ready Gen, Go Math, Danielson, Close Reading and Questioning/Discussion techniques. Implementation of ESL methodology is periodically revisited. A variety of approaches designed to facilitate comprehension of the English language are presented to the classroom teachers. They are encouraged to incorporate visuals and gestural cues in their lessons, use realia, graphic organizers, differentiated instruction, preview text and vocabulary prior to presenting their lessons. All these strategies are designed to scaffold the lessons in order to facilitate learning. Workshops outside of the school are offered to the staff as well including Wilson, BER Workshops, Singapore Math, and Move to Improve. ESL and classroom teachers share common preparation time to plan, organize and coordinate instruction, materials and strategies, work on long and short term goals, and collect and analyze data relating to each student.

In order to provide additional support in ESL strategies a group of selected teachers participated in a series of workshops provided by the network specialists. These workshops were designed to improve questioning and discussion techniques in the classroom specifically for ELLs. This information was then turn-keyed to the rest of the staff. All professional development agendas and workshop materials are housed in a binder in the assistant principal's office.

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?

Title 1 funds will be set aside to pay for parent involvement activities. These activities will be based on parent surveys which identify and prioritize parents' needs and wants. These will include workshops, trips aligned with student curriculum (libraries/reading, social studies/museums), attendance at conferences, and the maintenance of the Multicultural, multilingual Parent Lending Library, established through Title 1 funds. The Parent Lending Library will be continued to be developed and maintained by the Parent Coordinator. At the end of each workshop a reflection sheet is given to parents to help us understand their interests and needs in future workshops. Topics for future workshops include continuation of Cornell Nutrition Workshops, Common Core implications for students and parents, access to Think Central, ELL requirements for state exams, available social service programs, parenting, bullying, translation and interpretation services, child abuse prevention, gang and youth violence and effective use of public libraries.

A critical component of all parent activities, especially Curriculum Night, PTA Conferences, registration and workshops, is the language component; P. S. 54 provides translation services (written and oral) in the languages of our parent population, including some which are not provided by the Dept. of Education translation service providers (Punjabi, Hindi). Open House Curriculum Night is in October. At this time, the Title 1 Parent Involvement Policy and School/Title 1 Plan will be distributed. Staff, (funded personnel) will present an overview of their programs. During the year, the funded personnel; will conduct workshops related to topics requested by parents. Community resources will be brought in to support parents' needs. The school will provide ongoing communication (monthly calendar, newsletter, parent bulletin board at entrance) informing everyone of upcoming school worthy events, (PTA, SLT meetings, Open School etc), information, and helpful tips. The Principal will hold quarterly meetings with the PTA Executive Board. The Principal's open door policy has been expanded to include Breakfast Meetings held periodically with parents of different grades. These meetings inform, educate and foster good communication and relations. Parents will continue to be consulted at PTA meetings and given the opportunity to make recommendations through the PAC.

The parent coordinator is a part of the administrative team that works for school principals. He works closely with school staff, School Leadership Team (SLT), Parent Associations, community groups, and parent advisory council to engage families and involve them in school communities. He is charged with identifying issues of concern to families, and working with school leaders to ensure that these issues are addressed in a timely manner.

All parent workshops are conducted in both English and Spanish with additional translations available in Hindi, Bengali and Urdu. All printed materials, including flyers to parents are made available in both English and Spanish. The needs of parents are evaluated based on input given during workshops and at PTA meetings. Additionally, input is provided during small group meetings, as well as meetings conducted with individual parents. Translation and interpretation services are made available to all parents at the beginning of the school year and reinforced at each workshop/PTA meeting. NYC guide to public schools is provided to all parents in their respective native languages.

The school has a continued partnership with the YMCA which provides homework assistance to students, nutritious meals, and exposes the children to the arts and health and wellness. As recommended by the Quality Reviewer we applied for membership and were accepted by the Parent Academy. As a result of this association we are hopeful to increase parental involvement and provide further support to our ELL community.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: The Hillside School

School DBN: 28Q054

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anita Prashad	Principal		11/15/13
Shirley Rios	Assistant Principal		11/15/13
Vikash Narine	Parent Coordinator		11/15/13
Vivian Kaiser	ESL Teacher		11/15/13
Indira Khan	Parent		11/15/13
Kyriaky Harilaou	Teacher/Subject Area		11/15/13
Robert Brady	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
Eva Braun	Guidance Counselor		11/14/13
	Network Leader		
Charlie Fabella	Other <u>IEP teacher</u>		11/15/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q054 School Name: The Hillside School

Cluster: 2 Network: 209

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.

At registration the HLIS (Home Language Identification Survey) is given to each parent or guardian in his/her native language. When an ESL teacher cannot be present at registration, other pedagogues (special education teacher, IEP teacher) who are proficient in a language other than English are available to conduct an interview with the parents. At this time language support is available in Hebrew, Italian, Punjabi, Spanish, Tagalog and Urdu. In the course of the interview, parents' language needs are determined. All written communication is subsequently provided in the preferred language of the parent. The Parent Coordinator is instrumental in obtaining translated materials which are used during PTA meetings and workshops throughout the year.

As new students come into the school, Parent Orientations and related materials are provided in the parents' native language by the ESL teachers. The ESL teachers use the translated letters from the DOE to communicate with parents. Parent Coordinator and Pupil Accounting secretary also work collaboratively to provide any additional communications in languages other than English as needed.

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

The school has a primarily large Spanish speaking population with other families speaking Punjabi, Bengali, Pashto, Hindi, Tagalog and Arabic. In order to address the diverse language needs of our school, general information signs in various languages are posted by the main entrance. Translators are often needed at meetings between the parents and the staff. Translators are helpful during parent/teacher conferences, PTA meetings, and individual conferences. Results of our findings have been reported to the PTA and the Parent Coordinator and translators are recruited to assist families during parent meetings/conferences.

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.

Written translations are provided by the school to ensure that parents are informed about student progress, school events, performances, PTA meetings, and workshops. Several staff members are fluent in Spanish and assist in translation/interpretation when needed. Written translations that are available on the Department of Education website are used as the need arises. In addition, in-house translators are used whenever possible in Urdu, Hebrew, and Tagalog. Every effort is made to ensure that parents receive notices in their native language of school workshops, PTA meetings and school-wide activities in a timely manner.

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 interpretation services will be provided at all school wide events including Curriculum Night, Parent Teacher Conferences, Title I meetings, initial interview at registration, report cards, etc. We have several in-house translators in Spanish, Urdu, Hebrew and Tagalog. Moving forward we are in the process of training parent volunteers to assist with translation/interpretation. P. S. 54 avails itself to translators through LIS that are familiar with the school community. P. S. 54 has provided translation through LIS to help families fill out the Learning Environment Survey.

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>.

Information regarding preferred language is indicated by the parents on page 2 of the Home Language Identification Survey. Two areas include oral communication and written correspondence. This information is entered into ATS by our Pupil Accounting Secretary. This allows our Administration and staff to communicate effectively with our parents.