

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

25Q154

School Name:

PUBLIC SCHOOL 154Q

Principal:

DR. TARA B. DAVIDSON

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 25Q154
School Type: Public Grades Served: PreK-5
School Address: 75-02 162nd Street Flushing, NY 11366
Phone Number: 718-591-1500 Fax: 718-591-8751
School Contact Person: Dr. Tara B. Davidson Email Address: 25Q154@schools.nyc.gov
Principal: Dr. Tara B. Davidson
UFT Chapter Leader: Mrs. Donna Kaufman
Parents' Association President: Mrs. Jessica Santana and Mrs. Joanna Carlo
SLT Chairperson: Ms. Cindy King
Student Representative(s): _____

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden Place Flushing, New York 11354
Superintendent's Email Address: DDiMang@schools.nyc.gov
Phone Number: 718-281-7605 Fax: 718-391-6080

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 207 Network Leader: Felice Lepore

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------------------|---|-------------------------|
| Dr. Tara B. Davidson | *Principal or Designee | |
| Mrs. Donna Kaufman | *UFT Chapter Leader or Designee | |
| Mrs. Jessica Santana | *PA/PTA President or Designated Co-President | |
| Ms. Cindy King, Chairperson | 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 | |
| Mrs. Joanna Carlo | Member/PTA Co-President | |
| Ms. Belinda Vazquez | Member/Parent | |
| Ms. Lina Romero | Member/Parent | |
| Ms. Reema Naeem | Member/Parent | |
| Mrs. Dawn Acevedo | Member/Parent | |
| Ms. Andrea Bruno | Member/Teacher | |
| Mrs. Sarah Liblich | Member/Teacher | |
| Ms. Jill Kirschenbaum | Member/Teacher | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

| The Six Elements of the Capacity Framework | |
|--|---|
| 1. | Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 2. | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| 3. | Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| 4. | Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| 5. | Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| 6. | Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and |

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

At P.S. 154Q, we recently revised our mission and vision statements to reflect our changing ideals and community development. Our mission states that, *"we are dedicated to ensure that all students can access a rigorous curriculum that is differentiated to meet their needs in a safe and nurturing environment. Parents, teachers, and staff work in a partnership to ensure that students make progress in all content areas. Our curriculum engages students through collaborative conversation, group work, technology, arts and sciences. While celebrating our diversity, we encourage our students to be intellectual risk takers who meet global challenges."*

We are working to ensure that all students grow towards proficiency in the Common Core Learning Standards by closely examining our curriculum, school demographics, teaching practices, and student needs. We have adopted new curricular programs since the 2013-2014 school year to support our work in ELA and mathematics, while continuing to emphasize the use of Thinking Maps as a tool to support all students in cognitive development and writing techniques.

Our school is continuing to develop student interests and leadership abilities through enrichment activities, clubs, and programs such as our: Green Team; Basketball and Cheerleading team; No Place for Hate Team/Peer Mediators; Caught Being Kind; Cookshop; Student Council; Band, chorus, music program; and Newspaper/Yearbook clubs. These activities have not only engaged our school community, but have awarded us opportunities to participate and be recognized in Citywide Recycling Competitions and music events. They also provide an avenue for parent involvement and support in growing our children's abilities and interests.

Parents are important partners in our work to support all students. Their involvement on First Fridays, with concerts, award ceremonies, family nights, and curriculum workshops continues to grow. According to a recent school survey during November Parent Teacher Conferences and our 2013-2014 Learning Environment Survey, parents are very satisfied with our offerings and gave us great suggestions for future opportunities to grow parent engagement at P.S. 154Q.

During the 2013-2014 school year, we made progress in serving our students in the lowest third and in our school environment. Our key areas of focus for this year continue to be in the areas of special education, English Language Learners, and in making progress in ELA, as well as continuing to grow parent engagement and partnership in future work.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our needs assessment of our school’s academic program as it relates to “rigorous instruction” was completed by analyzing the following pieces of data: New York State ELA, Mathematics, Science, and NYSESLAT Assessment Results from 2012-2014; our School Quality Guide; our school survey from 2013-2014; our NYS Accountability Reports; our last Quality Review report from 2011-2012; and our teacher evaluation data. From this data, we identified several strengths and needs related to our academic program and rigorous instruction.

Our school's strengths include rigorous instruction in the following areas: Increasing mathematics proficiency by 0.5%; 98.4% of our students are passing their courses in Middle School; making progress in ELA with our school’s lowest third population; our average student proficiency score for early grade progress in mathematics was 3.0; our 2013-2014 school survey shows that we are meeting our target in terms of our school’s instructional core in these areas. Our school also has strong evidence in working towards the elements of supportive environment, collaborative teachers, effective school leadership, strong family-community ties, and trust between teachers, students, parents, and school leaders as noted in elements from our 2013-2014 School Survey.

Given that our overall level of proficiency went down in ELA as shown in our 2013-2014 School Quality Guide data, we must work to increase the number of students who are reading at or above grade level.

Part 2 – Annual Goal

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

By June 2015, we will increase the number students who will meet or exceed proficiency levels as measured by TCRWP Running Records by 20% in three categories: whole school, special education subgroup and English Language Learner subgroups.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | | | |

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| <p>Instructional Programs/Academic Intervention Services (transparent to our school community via parent notification and progress monitoring and sharing of PPT/RTI minutes with staff members):</p> <p>Tier 1 Interventions will be provided 5x a week for 30 minutes a day to students who are reading below grade level.</p> <p>Leveled Literacy Instruction (LLI) will be provided to Tier 2 Students 5 days a week for 30 minutes a day.</p> <p>After-School Instructional Support Program</p> <p>Saturday Academy Instructional Support Program</p> | <p>Tier 1 Students</p> <p>Tier 2 Students</p> <p>All Students in Grades 2-5</p> | <p>September 29-May 29, 2015</p> <p>January 5-April 1, 2015</p> | <p>PPT/RTI Team; Mrs. Bucchino, Ms. Kirschenbaum, School Leaders</p> |
| <p>Professional Learning for Teachers collaboratively determined with the Professional Development Committee:</p> <p>Professional Learning Communities on Supporting ELLS/Academic Vocabulary and SPED/Differentiation</p> <p>Professional Development Topics: Planning for Rigorous Instruction; Running Record Support</p> <p>Teacher Leaders Team: Monitoring, assessing, and reflecting on ELA Curriculum, Student Work and Assessment Data</p> | <p>All Teachers</p> | <p>September 2014-June 2015</p> | <p>School Leaders, Teacher Leaders, PD Committee</p> |
| <p>Parent Collaboration and Partnership (events determined in collaboration with the SLT, PTA, Title 1 Representatives, and based on a parent survey):</p> <p>Workshops: Tuesday afternoons/Evenings on Homework Help and Curriculum Questions (ex: Kindergarten Star Books and Reading Response Homework); Plan additional workshops in ELA before February</p> <p>First Fridays (October-March) in which parents are invited to learn with their children in classrooms each month.</p> <p>Storybook Parade, Warm Up to Reading</p> <p>Book of the Month Program</p> <p>Guest Readers</p> <p>Library & Technology Time on Thursdays</p> | <p>Parents</p> | <p>September 2014-June 2015</p> | <p>School Leaders, Parent Coordinator, Classroom Teachers, SLT</p> |
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Part 4 – Resources Needed

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

Human Resources: RTI Teachers; LLI Teachers; After school teachers; Additional staff to support ESL and SPED students; Teacher Leaders Team

Instructional Resources: LLI Materials; AIS Materials; Literacy Books for Book of the Month Program; Ready Gen Materials; Foundations Materials

Schedule Adjustments: Embedded RTI time at the beginning of the school day; Professional Development time; Parent Engagement time

Part 5 – Budget and Resource Alignment

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

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|---|----------|---|---------------|--|-----------|--|-----------|--|--------|
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
|---|----------|---|---------------|--|-----------|--|-----------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

Progress monitoring will formally occur in October, December, February, and May through TCRWP Assessments

Benchmarks are determined by the Reading Benchmark Chart from TCRWP

RTI/PPT team monitors reading levels and determines interventions based on progress-monitoring data

Teacher Leaders team analyzes data to support grade level colleagues

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

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|---|----------|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|---|----------|-----|--|----|

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After reviewing our school's academic program and school data from surveys and our Quality Review, we recognize that we are growing student leadership opportunities and input in our school environment, but that we would like to continue to increase the number of available opportunities for students to increase their voice and leadership in aspects of their educational career, as well as to continue to build our student's college and career readiness skills through teaching the Habits of Mind and our Caught Being Kind Program by establishing criteria for being rewarded in this program.

Part 2 – Annual Goal

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

By June 2015, students will grow their leadership abilities by collaboratively creating criteria to identify recipients of our Caught Being Kind awards that will be presented to their peers and lead to at least 50 new students being identified for their “kind behaviors.”

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust | | | |
| Systems and Structures: Caught Being Kind (Positive Behavior Program)—was collaboratively developed with our Student Council Members, Peer Mediators, and SLT members and was made transparent to our school community through assemblies and signs. Peer Mediators/Diversity Ambassadors Student Council/Wellness Committee/Green Team College and Career Readiness Instruction Proud Out Loud Series/No Place for Hate Team | All Students | September 2014-June 2015 | School Leaders, Ms. Meyer, Mrs. Dawn, Mrs. Kenny, Mr. Nocera, Ms. Bruno |
| Pupil Personnel Team/RTI Team will regularly monitor and review student quantitative and qualitative data to address specific student needs | All Students | September 2014-June 2015 | PPT/RTI Team; School Leaders |

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|---|----------------------|--------------------------|--------------------------------------|
| Parent Involvement and Engagement at the following events will inform, make transparent, and reinforce criteria and purpose of this program to parents in developing a trusting partnership: First Fridays Caught Being Kind Assemblies No Place for Hate Team Activities Parent Workshops on College and Career Readiness and Academic and Personal Behaviors | All Parents | September 2014-June 2015 | Jacqueline Oregel |
| Student Council, Peer Mediators and School Leadership Team will work collaboratively to gather input from constituents to develop the criteria to communicate to the community about our "Caught Being Kind Program." Students will research, create, and share criteria with our community. Schoolwide assemblies were held in February to share this information with the school community. | Student Council, SLT | September 2014-June 2015 | SLT, Student Council, Peer Mediators |

Part 4 – Resources Needed

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| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Human Resources: PPT/RTI Staff members; Support staff who monitor student behavior and attendance; School leaders; Per session to support teacher team work with students and programs Instructional Resources: Art Materials, Paper, Computers/Ipads, Read Aloud Books Connected to Behaviors Schedule Adjustments: Caught Being Kind Assemblies will be held three times a year; PPT/RTI Team Members will meet twice a month or as needed; First Friday Schedule |

Part 5 – Budget and Resource Alignment

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|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
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Part 6 – Progress Monitoring

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|---|--|---|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 10. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| Student Council redesigned the criteria in January and February with the support of the SLT. Students presented their new information to the entire school community at two assemblies during Respect for All week. March 2015 Caught Being Kind Ceremonies: Total number of students who received awards will include at least 25 new students in Grades PreK-2 and 3-5 from the November Award Ceremonies. Meeting minutes from student meetings will be documented and shared around how they worked to develop the criteria for this Award. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 11. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | No |
| 12. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

A comprehensive needs assessment was conducted of our school’s academic program in connection to the idea of “collaborative teachers.” Our strengths include: Common prep and lunch periods daily; regular teacher team meetings; Teacher Leadership Program (TLP) participants; overall teacher ratings of effective and highly effective for the 2013-2014 school year.

Important findings from our school survey in 2013-2014:

- 97% of teachers work together on teams to improve their instructional practice.
- 81% of teachers participate in sustained and coherently focused professional development.
- 90% of teachers have opportunities to work productively with colleagues in our school.
- 78% of teachers have been provided with content support in their subject area.
- 54% of teachers trust each other.

Based on our review, our goal continues to be to build collaboration between teachers by developing trust between colleagues and providing differentiated and meaningful professional development to support teachers’ needs and student learning around Danielson Component 1E: Designing Coherent Instruction. Current feedback from teachers and Advance Observation data support the need for additional professional learning in Domain 1 and 3 (Instruction).

Part 2 – Annual Goal

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

By June 2015, 100% of teachers will be effective or highly effective in Danielson Component 1E: Designing Coherent Instruction by collaboratively planning in teacher teams.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust | | | |
| Professional Learning developed collaboratively with the Professional Development Committee and assessed and revised based on Teacher Feedback to ensure a trusting and safe forum for professional | Teachers | September 2014-June 2015 | School Leaders, PD Committee, Teacher Leaders |

| | | | |
|--|----------------------------|--------------------------|-------------------------------|
| <p>learning to occur:</p> <p>Teachers will work collaboratively in grade level and horizontal teams to analyze and plan for student learning. Professional Learning Communities will discuss how to plan to improve their topic areas during instructional time. Individualized professional development will be provided to all teachers based on interest and/or need. Social Studies and Science Task Force will work to plan future units of study.</p> <p>Thinking Maps Write From the Beginning Training Planning for Rigorous Instruction PD: November 4, December 1, additional dates to be added</p> | | | |
| <p>Professional Learning Communities: Differentiation/Special Education Group Academic Vocabulary/English Language Learners Group</p> | Teachers – based on choice | January 2015-June 2015 | Lead Teachers, School Leaders |
| <p>School Leaders will work to develop a trusting and collaborative environment by providing accurate, timely feedback with clearly specified next steps and supports, along with meaningful and differentiated professional development .</p> | Teachers | September 2014-June 2015 | School Leaders |
| | | | |

Part 4 – Resources Needed

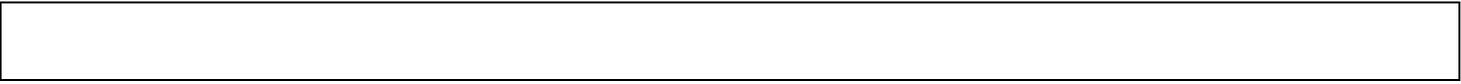
| |
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| <p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <p>Instructional Resources for PLC Groups and Professional Learning Activities Human Resources: Teacher Leaders Team; PD Committee; Social Studies and Science Task Force; Network Support Staff; Outside Professional Development Providers Schedule Adjustments: Common Prep Periods; Monday Professional Development Time; Additional time will be provided during the school day or after school as needed.</p> |

Part 5 – Budget and Resource Alignment

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|---|----------|---|---------------|--|-----------|--|-----------|--|--------|
| <p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
| <p>List below any additional funding sources that will be utilized to support achievement of the goal.</p> | | | | | | | | | |
| <p></p> | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|--|--|---|-----|----|
| <p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.</p> <p>By February 2015, at least 75% of teachers will be rated effective or highly effective in Component 1E from their formal and/or informal observations.</p> | | | | |
| <p>Part 6b. Complete in February 2015.</p> | | | | |
| 21. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | No |
| 22. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based upon student data, the school survey, Quality Review, Principal Performance Review, and consultation with teacher teams and SLT members, school leaders will continue to communicate with all constituents on the school's academic program and ensure that families receive effective and timely communication. The school's mission and vision were revised in June 2014 to reflect the current and future hopes for the school community. With this in place, we hope to create a five year plan for how we will continue to work towards achieving our mission and vision.

Overall, we saw improvement on our NYCDOE School Survey from the 2012-2013 to the 2013-2014 school years. While our NYCDOE School Survey was higher than the Citywide Average in the area of “Systems for Improvement,” there was a difference of 8% between teacher and parent responses. Our needs continue to be to provide clear communication to all constituents around high expectations and a positive supportive culture of learning; provide quality resources for learning for students, teachers, and parents; and to provide cultural, social-emotional, and academically rich learning opportunities for students, teachers, and parents based upon student assessment data and school reports.

Part 2 – Annual Goal

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

By June 2015, school leaders will consistently communicate high expectations to the entire staff and provide training, resulting in a culture of mutual accountability for those expectations in order to increase our NYCDOE School Survey "Systems for Improvement" Category by 2% with teachers overall.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust | | | |
| Systems and Structures are developed in partnership with the SLT and the teacher-based Policy Pow Wow Committee to ensure schoolwide commitment and understanding of expectations: Meeting minute updates | All Staff Members | September 2014-June 2015 | School Leaders, PD Committee, Policy Pow Wow, SLT, Teacher Leader |

| | | | |
|---|-------------------|--|------------------------------|
| Daily school emails Maintaining Meeting Minutes Bulletin Board and School Website so that our community has access to information at each event Policy Pow Wow Meetings/Teacher Leader Meetings Professional Learning Surveys and Feedback Forms to allow for constant feedback and revision to meet staff needs Continue writing Weekly Parent Email to share schoolwide news Parent Data Assessment Letters are send home for each unit based on each child's data with suggested next steps to ensure clear communication between home and school around academic progress. | | | Team |
| Professional Learning Opportunities determined based on teacher feedback and need in consultation with the PD Committee: Professional Learning Communities Based on Teacher's Choice Vertical Teams of Inquiry aligned to Schoolwide Instructional Focuses Individualized Professional Development Opportunities based on teacher' need (ex: Cluster Study Group; Content focus PD; Paraprofessional Study Group) | All Staff Members | September 2014-June 2015 September 2014-June 2015 | School Leaders, PD Committee |
| School leaders will continue to work on building an environment of trust through feedback conversations, professional learning, teacher teams, and staff community activities. | All Staff Members | | School Leaders |
| | | | |

Part 4 – Resources Needed

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

Human Resources: Teacher Team time

Instructional Resources: Technology equipment

Schedule Adjustments: Other Professional Work Time on Tuesdays; Professional Learning on Mondays

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | |
|---|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
|---|-----------------|---|----------------------|--|------------------|--|------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

Qualitative Data will show an increase in immediate feedback conversations, meeting minute update emails, and shared data and schedules were increased to improve in this area and work towards meeting our goal.

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

| | | | | |
|--|---|-----|--|----|
| 31. Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | | No |
|--|---|-----|--|----|

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

| |
|--|
| |
|--|

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our community has been working diligently to improve parent engagement and support parent participation in all aspects of our students’ lives. Our First Friday program invites parents into their child’s classroom each month to learn about instructional strategies and curriculum. Arts, sports, and cultural opportunities bring our community together, providing opportunities for our students to showcase their learning and talents in a variety of areas such as choral music, instrumental music, basketball, and cheerleading. Monthly parent workshops focused on areas of curriculum, parent-suggested topics, and school news. We have grown our involvement in the larger community by completing community service activities, diversity events, and bringing in opportunities for students to develop life-long skills sponsored by our No Place for Hate team. Our parent response data on the 2013-2014 NYCDOE School Survey increased from 2012-2013 overall.

Our needs continue to be to increase parent involvement in areas that support needs we identified earlier in goals 1 and 2 (rigorous instruction and supportive environment) and with specific subpopulations such as our ELLs and SWDs.

Part 2 – Annual Goal

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

By June 2015, we will increase parent responses on the School Survey by 10% on the question, “how often during the school year have you been invited to an event at your child’s school (workshop, program, performance, etc.), by providing additional opportunities for parents to be involved in school events that meet their needs and support our schoolwide goals.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust | | | |
| We will provide language translation at events for parents using parent volunteers and paid translators when available. | Parents | September 2014-June | School Leaders and Parent Coordinator |

| | | | |
|--|---------|-------------------------------------|---------------------------------------|
| | | 2015 | |
| We will conduct a survey of parent preferences in order to collaboratively plan for future parent involvement events. | Parents | November Parent Teacher Conferences | School Leaders and Parent Coordinator |
| Based on survey results, we will offer parent workshops to meet their needs and ensure an open and trustworthy relationship between school staff members and families. | Parents | December 2014-June 2015 | School Leaders and Parent Coordinator |
| | | | School Leaders and Parent Coordinator |

Part 4 – Resources Needed

| |
|--|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Human Resources: Per Session/Overtime to pay teachers and Parent Coordinator to plan and provide events Resources: Materials for parents (books); paper; refreshments |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|---|--|---|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| By February 2015, we will offer at least three new opportunities for parents to attend an event at the school with at least twenty parents attending each event. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 41. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | X | Yes | No |
| 42. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|--|--|
| English Language Arts (ELA) | Running Record Data State ELA scores Diagnostic Assessments Teacher Referral | Leveled Literacy Intervention Wilson Just Words Foundations Double Dose Thinking Maps Guided Reading Vocabulary Instruction | Small Group In Classroom Small Group Pull Out Tutoring | During the School Day |
| Mathematics | State Math Scores Unit Assessments Teacher Referral | Go Math Re-Teach Skills Group with focus on computation and word problems. Strategy lessons | Small Group in classroom Small Group Pull out | During the School Day |
| Science | Running Record Data State ELA scores Diagnostic Assessments Teacher Referral | Leveled Literacy Intervention Guided Reading Thinking Maps Vocabulary Instruction | Small Group In Classroom Small Group Pull Out Tutoring | During the School Day |
| Social Studies | Running Record Data State ELA scores Diagnostic Assessments Teacher Referral | Leveled Literacy Intervention Guided Reading Thinking Maps Vocabulary Instruction | Small Group In Classroom Small Group Pull Out Tutoring | During the School Day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Teacher and PPT Team Referral | Behavior intervention plans | One to one Small Group | During the Day |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>According to the 2013-2014 BEDS Survey, 100% of staff members at PS 154Q are highly qualified teachers.</p> <p>Staff members are recruited through the Open Market Hiring System and interviewed by a team of teachers using student work samples, demonstration lessons, and an interview with a team of staff members. Teachers goals, skills, interests, and student data are used in determining teacher assignments. Teacher retention is supported through the use of differentiated learning and professional opportunities based upon identified/expressed career trajectories.</p> <p>Professional development is ongoing with all staff members based upon their individualized professional goals, schoolwide goals, and student data, developed in collaboration with the school-based professional development committee.</p> |

2b. High Quality and Ongoing Professional Development

| |
|---|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <p>Professional development is geared towards supporting teacher pedagogy and student learning in meeting the demands of the CCSS. Study groups offer one method to support teachers' professional learning such as the Teacher Tenure and Effectiveness Study Group, the New Staff Academy, and the School Leadership Study Group. Staff members participate in Professional learning communities (PLCs), a Cluster study group, and a paraprofessional study group. These teams are focused on using a collaborative inquiry approach to identify needs, testing strategies for improvement, and analyzing student work and teacher practice for evidence of improvement.</p> <p>Professional development is provided by school leaders, network support staff, outside consultants, and partner schools in District 25. Based on need and request, individual teachers also attend professional development opportunities from the Central Office, Go Math, Pearson, or Foundations.</p> <p>The Principal and Assistant Principal also receive professional development throughout the year from a variety of places such as: Thinking Maps, Wallace Foundation, Network 207 Support Staff, CSA, and other educational organizations aligned to the schoolwide goals.</p> <p>The RTI Team is participating in a state grant to ensure that our systems are established so that all students can meet CCSS.</p> |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Our preschool program uses aligned curriculum that is based on the PreK Common Core State Standards. Pre-K teachers participate in joint PD with the P.S. 154Q staff as well as teacher teams and study groups. Preschool parents are invited to attend all P.S. 154Q schoolwide events and preschool students are included in these events. Student records, including early intervention services, will be shared in the spring as we prepare to transition students to Kindergarten classrooms.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Our teacher leader team (a vertical team of teachers from PreK-Grade 5) analyzed all assessment measures and collaboratively determine the schoolwide assessment measures for the 2014-2015 school year. This team works to analyze assessment data, use results to improve instruction, collaboratively discuss data with their grade level colleagues, and work to communicate assessment results to parents on a regular basis. Our Data Specialist, school leaders, and PPT/RTI team regularly analyze assessment data in determining student support services and pedagogical needs

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 (CEP) 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 | 293,000 | | |
| Title I School Improvement 1003(a) | Federal | 290,250 | | |
| Title I Priority and Focus School Improvement Funds | Federal | | | |
| Title II, Part A | Federal | 84,310 | | |
| Title III, Part A | Federal | 18,044 | | |
| Title III, Immigrant | Federal | | | |
| Tax Levy (FSF) | Local | 3,451,900 | | |

¹**Explanation/Background:**

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Public School 154Q**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Public School 154Q** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC)

Public School 154Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



**Division of Specialized Instruction and Student Support
Office of English Language Learners**

Claudia Aguirre, Chief Executive Officer
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [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 154Q | DBN: 25Q154 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____ |
| Total # of ELLs to be served: 61 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 4 |
| # of certified ESL/Bilingual teachers: 4 |
| # of content area teachers: 0 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

We have planned to have an after-school supplemental instruction program for one-day a week, 2-hours (Wednesdays) starting November 5th, 2014-December 17th, 2014 (Pending budget the program will continue from January-April). There are approximately 60 children participating in this program which will be broken down into grade level classrooms: 20 First Grade Students, 10 Second Grade Students, 10 Third Grade Students, and 20 Fourth and Fifth Grade Students. The program will be divided into two parts: one hour instruction with the ESL teacher and one hour collaborative art residency in the classroom. In collaboration, 4 ESL teachers will focus instruction on the use of academic language and the 4 modalities of reading/writing/listening/speaking using the NYSESLAT as a framework for their instruction. The ESL teachers will provide supplemental expertise in literacy acquisition. The primary target population includes students in grades 1-5. Our goal is to minimize the number of students testing at the Beginner/Intermediate Level on the Spring NYSESLAT and ensure that our Advanced students meet the proficiency level. Over the past few years, we have made significant progress for our lower grade and upper grade English Language Learners therefore this year we are continuing to support those students' as our target population to meet the needs of all of our students. The Continental Press NYSESLAT Support book will be used as a supplemental material for instruction during this program.

ADDITIONAL INSTRUCTION

Arts Residency will be provided to students from the Center for Arts Education during our After School Program. Lower grade students will have a puppetry residency to work on language acquisition and upper grade students will have a visual arts residency to increase reading and vocabulary knowledge. The Residency will work along side the ESL teachers for a one hour block to support language, vocabulary, and content knowledge in grade appropriate topics. A one hour planning meeting was held prior to the start of the residency to ensure collaborative instruction.

BRINGING IT TOGETHER

4 ESL Teachers will work collaboratively to provide small group, expert instruction to our English Language Learners participating in the program. Students will participate in a well-rounded literacy program which brings in technology and the arts allowing students to break from traditional instruction into authentic and fun learning experiences which will serve as natural motivation and inspire engagement and stamina.

On-going work will focus on Common Core aligned content area instruction as well as using the NYSESLAT as a framework. The residency requires students to develop their skills as listeners, speakers, writers and readers. Research indicates dance, the arts, transcends language and supports English

Part B: Direct Instruction Supplemental Program Information

Language Learners development.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development will come in the following ways:

*Professional Development Sessions during Monday PD time for ESL and ESL Clustered Classroom Teachers in an ESL Study Group: These sessions will be collaboratively planned by Network Support Specialist, teachers in the group based upon a teacher survey, school leaders, and student data. Teachers will use book chapters to support their learning on areas such as: vocabulary development, linguistic frames, writing, thinking maps, and collaborative teaching in the ESL clustered classrooms, etc.

*Monthly Grade Team meetings that focus on analyzing student work and planning targeted instruction occur at least twice a month on Mondays, as well as on common preparation periods. ESL teachers work collaboratively with classroom teachers to plan for instruction using a protocol to examine student work and plan to meet student needs. The main topic is planning for "multiple entry points" for all students.

*On-going ELL data study in Literacy through the School Leadership Team as moving ELL literacy rates is a CEP goal this year. We are discussing ways to get parents of ELL students more involved and supported in our school community.

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

Part D: Parental Engagement Activities

Begin description here:

In an effort to build a strong bridge between home and school through parent activities that support families to take an active role in their children’s learning and to put forth genuine effort to show respect for the culture the students and their families bring to our school, we will invite parents to participate in activities such as trips, class/grade/school celebrations in curriculum and a culminating arts residency performance. ESL teachers and common branch classroom teachers will serve as the primary facilitators of the events listed above. Translation will be provided in writing and/or in person when available.

Parents will be notified via school website, all-call system, flyers, PTA Meetings and monthly First Friday with the Principal meetings, and through Twitter (monitored by our Parent Coordinator).

SLT Parent Engagement/First Friday/Conversation with the Principal: October 3, November 7, December 5, January 9, February 6, March 6. All meetings take place from 8:15-9:30 AM and focus on answering questions and concerns of parents following their classroom visits.

December 17: Celebration of Learning and Artwork for the Supplemental After School Program for parents at 3:30 PM.

ESL Workshops: November 21-December 23 will provide a weekly parent ESL workshop by our Parent Coordinator to focus on letter, sound, and vocabulary development.

Foundations Parent Workshop: October 28 from 2:30-3:30 PM as requested by Kindergarten Parents and facilitated by classroom and ESL teachers.

Homework Help Workshop: October 28 from 2:30-3:30 PM as requested by First Grade Parents and facilitated by classroom and ESL teachers.

Currently a parent survey is being conducted to determine additional parent needs so that we may plan to support them appropriately during the remainder of the school year.

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 | _____ | _____ |

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. |
|---|-----------------|---|
| 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 25 | Borough Queens | School Number 154 |
| School Name P.S. 154Q | | |

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 Dr. Tara Davidson | Assistant Principal Danielle LaPorte |
| Coach | Coach |
| ESL Teacher Ellen Posner | Guidance Counselor Cami Meyer |
| Teacher/Subject Area Jessica Virola | Parent Jessica Santana |
| Teacher/Subject Area Katherine Barberio | Parent Coordinator Jacqueline Oregel |
| Related Service Provider Caroline Bucchino | Other Samantha Stein |
| Network Leader(Only if working with the LAP team) | Other Marcella Trotta |

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. | 5 | 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 | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 667 | Total number of ELLs | 145 | ELLs as share of total student population (%) | 21.74% |
|--|------------|----------------------|------------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|--------------------------------|----|
| All ELLs | 145 | Newcomers (ELLs receiving service 0-3 years) | 122 | ELL Students with Disabilities | 18 |
| SIFE | 0 | ELLs receiving service 4-6 years | 23 | Long-Term (completed 6+ years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 122 | 0 | 11 | 23 | 0 | 7 | 0 | 0 | 0 | 145 |

| 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 | 122 | 0 | 11 | 23 | 0 | 7 | 0 | 0 | 0 | 145 |
| Number of ELLs who have an alternate placement paraprofessional: <u>2</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 | 7 | 4 | 2 | 4 | 7 | 1 | | | | | | | | 25 |
| Chinese | 8 | 4 | 1 | 1 | 1 | 1 | | | | | | | | 16 |
| Russian | 2 | 1 | 5 | 2 | 2 | 0 | | | | | | | | 12 |
| Bengali | 0 | 1 | 3 | 1 | 0 | 1 | | | | | | | | 6 |
| Urdu | 2 | 3 | 3 | 3 | 1 | 3 | | | | | | | | 15 |
| Arabic | 0 | 3 | 2 | 1 | 0 | 0 | | | | | | | | 6 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | 0 | 1 | 0 | 0 | 1 | 0 | | | | | | | | 2 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Other | 12 | 12 | 11 | 9 | 11 | 8 | | | | | | | | 63 |
| TOTAL | 31 | 29 | 27 | 21 | 23 | 14 | 0 | 145 |

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) | 9 | 3 | 6 | 6 | 2 | 2 | | | | | | | | 28 |
| Intermediate(I) | 13 | 7 | 3 | 10 | 5 | 1 | | | | | | | | 39 |
| Advanced (A) | 35 | 16 | 10 | 6 | 9 | 7 | | | | | | | | 83 |
| Total | 57 | 26 | 19 | 22 | 16 | 10 | 0 | 150 |

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|-----------------------|---------|---------|---------|---------|-------|
| 3 | 14 | 4 | 0 | 0 | 18 |
| 4 | 12 | 1 | 2 | 0 | 15 |
| 5 | 3 | 3 | 0 | 0 | 6 |
| 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 | 9 | 0 | 6 | 1 | 1 | 1 | 1 | 0 | 19 |
| 4 | 10 | 0 | 4 | 2 | 1 | 0 | 0 | 0 | 17 |
| 5 | 7 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 10 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|---|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | 0 | 3 | 0 | 9 | 2 | 3 | 0 | 17 |
| 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.
To assess the early literacy skills of our ELLs we use TCRWP running records as well as Foundations. ELLs are assessed on their decoding skills, reading accuracy, and their literal and inferential comprehension skills. The data shows us that our ELL students typically struggle with reading texts that are on grade level and have difficulty with comprehension. Many ELL students lack the vocabulary knowledge

necessary to develop a deep understanding of the text. This reading data helps inform and drive our teaching as small groups are formed based on targeted areas of need. Our school's instructional plan and goal is to support our students with academic vocabulary, visual support, and real life connections. We also support our ELLs by providing as much prior knowledge as possible so that they can access higher level complex texts.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
More ELL students are proficient in listening and speaking than in reading and writing. Also, the majority of ELL students fall within the Advanced level on the NYSESLAT. In looking over the 2012-2013 NYSESLAT data, 58% of our ELL students made progress from the year before.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Analyzing the NYSESLAT Modalities will provide us with information on where most students need extra support. This information will be used to determine next steps and form targeted small groups. We will use these data patterns to scaffold instruction and determine groups for extended day as well as the Title 3 Morning Program which prepares ELL students to reach proficiency on the NYSESLAT.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In analyzing NYS testing data, ELL students perform better on tests given in their native language than they do on tests taken in English, as evidenced by our higher proficiency rating in Mathematics tests. 3 students performed at a level 3 in the NYS Math and Science exams when they took it in their native language.

4b and 4c. We currently do not administer the ELL Periodic Assessments.

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](#).)
To gather a baseline assessment and analyze which students are below grade level standards, we administer the TCRWP running records. We then carefully analyze the running records to determine a specific targeted skill that the child needs support in and form small groups in our extended day program to teach that targeted skill. Since many of our ELL students need language and knowledge of letters and sounds, we have them working with the Foundations Program. As part of the RTI Framework, ELL students who are far below grade level standards are also receiving AIS services 2-3 times per week in ELA instruction. As teachers assess students during the year, we monitor and track the progress students are making.

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 considered in instructional decisions by understanding their ability to speak, read and write in their first language, so that we know if it is a support we can use or not use in teaching them a second language. From there we use small group instruction, differentiated lessons, conferencing and using these notes to make instructional decisions based on the needs of the child.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We currently do not have a dual language program in our school.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs by analyzing various data assessments. We administer the TCRWP running records assessment four times a year to monitor how students are progressing in reading skills and independent reading levels. We look to see if ELL students are reading at or above grade level or are making progress and moving up in independent reading levels. We also analyze the NYS ELA and Math data, and look at the item analysis to see where students are succeeding and where the majority of the students are struggling to plan for scaffolded instruction. For each unit of study in ELA, science, and social studies, teachers administer a pre and post task to assess knowledge before the unit and how much progress was made after the unit. We use this data to evaluate the success of our programs as well. NYSESLAT data is also used to determine whether our programs are supporting our ELL students and their developmental language needs.

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](#).)
Upon registration parents are given a Home Language Identification Survey (HLIS) by the pupil accounting secretary. These surveys are available in various languages to assist parents in completing it correctly. A member of the ESL Staff along with the pupil accounting secretary will be available to review and aid in the completion of these HLIS forms. This aid will include an oral interview between the parent, the student, and a certified NYS and NYC licensed teacher. An interpreter will also be secured when requested/required. A list of translators is available in the main office. Bilingual staff include Jacqueline Oregel- Parent Coordinator (Spanish), Margarita Matias- Paraprofessional (Spanish); Jessica Virola, Teacher (Spanish); Marcella Trotta, ESL Teacher (Spanish/Italian), Razia Ali-Paraprofessional (Urdu/Pashtu), Tina Lin-Social Worker (Chinese), Tammy Lo (Chinese), and Bency George, general ed teacher (Hindi). These surveys will determine the student eligibility for LAB-R testing. Students will be tested within 10 days of registration. These results will determine eligibility for ELL services. Spanish-speaking students will be given the Spanish Lab, also within 10 days of registration by the ESL teacher Marcella Trotta who speaks fluent Spanish and has a dual license in ESL and Teaching. An RLAT report will be generated and reviewed on a monthly basis and used to see if newly transferred students from other city schools are eligible for ELL services. A chart is maintained in the main office of any new admits that complete the HLIS to ensure that students are tested and placed in their appropriate program as quickly as possible.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
In September, the parents of students who have been identified as ELLs through the LAB-R testing, will be invited to one of two meetings: a parent orientation meeting held by the ESL staff in the morning or a PTA meeting held in the morning. These two meetings will provide a detailed description of each of the three programs offered by the Department of Education enabling the largest number of parents to attend. We will also have our staff translators available to assist if needed. The "Parent Choice" video will be viewed in English and is available in other languages if parents so choose to view it online. At that time, parent choice surveys and program selection forms will be distributed, completed, and collected. If parents do not attend either of these two meetings, we reach out to them by calling them and scheduling appointments before or after school. This is an on-going process as new admits arrive throughout the school year.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are distributed to all ELL students upon determination of eligibility. Parent Survey and Program Selection forms are returned at the time of the aforementioned meetings. Parents who are unable to attend will be contacted by a member of the ESL Staff in conjunction with the parent coordinator, to set up a time for viewing the video along with explaining their choices and completing the surveys. The return of these forms will be tracked by the Assistant Principal and the ESL Staff. Outreach will continue until all forms are returned. These Program Selection forms are placed in the individual student record folder and a copy is also stored in the ESL room.
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.
At each of the parent meetings, a list of sites for schools offering transitional bilingual and or dual language programs will be distributed. The Department of Education provides a translation service for those parents who require assistance in their native language. Members of the ESL Staff and the Parent Coordinator will aid the parents in obtaining these services. If any parents select TBE or Dual Language Programs, ELLProgramTransfers@schools.nyc.gov will be consulted for assistance in locating placement.
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.
To ensure that all ELL students are administered the NYSESLAT, a testing schedule is created with small groups of students and room numbers. The ESL staff work together starting with one grade at a time. They each keep attendance records of all the ELL students and mark when each section of the NYSESLAT was administered to each child according to the preestablished testing memo. The RLAT report is run repeatedly from ATS to ensure that all students are tested.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
- After reviewing the Parent Survey and Program Selection forms for the past two years, the trend in program choices selection represents an overwhelming preference for Freestanding ELL. Over the past two years, 100% of parents chose the Freestanding ELL program which is offered at our school. The Freestanding ELL program offered at our school is aligned with parent requests.

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])?

Instruction is organized for a predominately push-in, co-teaching model. Grade organization consists of two classes per grade that are predominately ELL learners (Beginner and Intermediate Students and Advanced Students), which allows us to maximize the amount of push-in time. Students who require additional service time such as newly arrived non-English speaking students and beginners are also serviced in pull-out model. The students participating in the pull-out model will be serviced for an additional period per day and the group size will not exceed 10 students per class.

Our ELL program uses a heterogeneous push-in model with a focus on ELA within the science and social studies content areas.

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)?

The majority of ELL students are placed in heterogeneously grouped classes on each grade. These classes account for 270 minutes of ELL instruction per week in a push-in model. To meet the mandated 360 minutes per week for our Beginner and Intermediate students, an additional 90 minutes of ELL instruction are provided in a pull-out model described above. ELL students receive 450 minutes of ELA Instruction weekly.

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.

Within the push-in model, ESL and general education teachers co-teach for 90 minutes per week for every grade. Articulation periods are provided to organize and plan instruction on a bi-weekly basis. ESL teachers also collaborate with classroom teachers and the science cluster teacher during a common planning period and differentiate content area instruction in the areas of math, science, and social studies. All instruction is delivered in English. Instructional approaches and methods used to make content comprehensible to enrich language development include: focus on tier 2 words, instructional conversation, scaffolding and implementation of other visual aids.

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

When possible, we use staff members in the building to provide written or oral translations to students so that we can properly evaluate students. We also use translation applications on Ipads to support students individually in the classroom. To ensure that all ELLs are appropriately evaluated in their native language we provide them with the translated versions of the State exams, whenever possible. In addition, students have access to bilingual glossaries for State exams in the content area, and testing accommodations such as time and a half and a separate location.

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

ELLs are evaluated through the 4 modalities throughout the year with:

* TCRWP running records

* Pre and post task assessments in all content areas

* rubrics and checklists to assess listening and speaking and collaborative discussions

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).

Differentiated instruction is offered for different proficiency levels of English Language Learners. Currently we do not have any SIFE students. However, in the event that we do get a SIFE population, we have tier II and III interventions such as double dose Foundations and Wilson Reading program. Newcomers and beginners are instructed using hands-on activities, alphabet charts, word lists and teacher modeling to increase auditory and speaking skills. A supplemental intervention program has been designed for students who have been in the program for more than three years for former ELLs to provide them with targeted instruction in vocabulary and literacy instruction. The plan we have in place for the former ELLs is supported through the push in model and small group instruction (flexible grouping). The progress of these students will be tracked through interim assessments and teacher observations. In addition, former ELLs are invited to participate in the spring early morning test preparation program as well as our Saturday Academy in order to support and prepare them for the State exams. Former ELLs continue to receive suggested testing accommodations such as separate location and time and a half as well.

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

Instructional strategies and grade level materials used by our teachers of ELL-SWDs include thinking maps, Wilson and Foundations methodology, leveled libraries, non-fiction libraries, and smartboard technology. In a co-teaching model the Resource Room teacher and ESL teacher provide instruction using smart board technology and instructional strategies focusing on "Verbalization and Visualization" along with vocabulary enrichment. These teachers collaborate to ensure lessons meet the individual IEP and needs of the students.

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?

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by grouping our students in each grade level, pushing into the classroom, articulating with the classroom teacher and special education teacher in order to adapt and modify lessons based on students' needs.

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

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

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

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

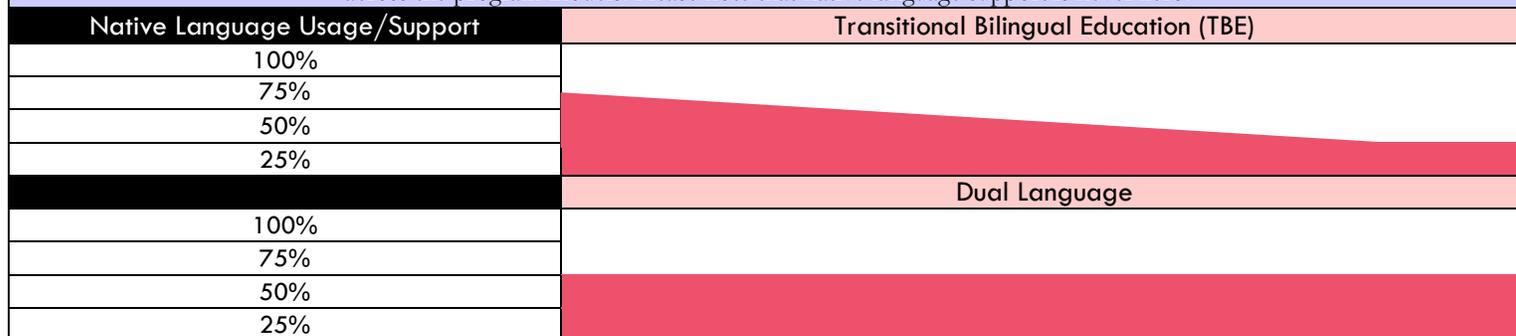
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

In addition to the aforementioned interventions, teachers meet on grade level inquiry teams and analyze student work to assess whether their teaching is successful and whether revisions need to be made within their lessons. Part of the discussion during these team meetings is to analyze the work of ELL students to reflect on how their teaching is or isn't supporting this specific target population. If it isn't, they work to plan supportive strategies to make sure ELLs are able to access the content and curriculum. Our Title III Morning Program for beginning and intermediate students in grades 1-5 also offers additional support as do art residencies in helping our students acquire the language. We also have a music program which provides our ELL students with another outlet and way to learn the English language. Our traditional extended day program also supports language acquisition for our ELL students two days a week. Many of our beginner ELL students are receiving instruction on letter sounds and vocabulary acquisition to help them decode words during this extended day program. All programs are conducted in English.

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

The effectiveness of our current program meets the needs of our ELLs in both content and language development for the following reasons: There is common planning time built in daily schedules to allow the classroom teacher and ESL teacher to plan out their lessons and so that the ESL teacher knows how to support their students with the content. Classroom teachers and ESL teachers also co-teach lessons, both teachers meet to analyze pre and post assessment data to drive instruction, and both teachers look at current trends and growth to plan for small group scaffolded instruction.

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

Technology will continue to be incorporated into all of our ELL classrooms through the use of the smartboards which were installed in about 96% of the classrooms in the building and utilization of the new Ipad cart and laptop cart. We are also implementing a Foundations Program for grades K-2 and for beginner ELLs which supports letter sound acquisition and fundamental knowledge of the English language system. In addition, we will continue to offer our Title 3 Morning Program which is designed to target students within the levels of beginner and intermediate, as well as support our students who have been in the program for more than two years.

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

For this school year 2013-2014 we do not anticipate any program cancellations.

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

Our ELL students participate in all school programs. These programs include but are not limited to: circle of dance, story telling with LuAnn Adams, educational assemblies sponsored by the PTA, basketball and cheerleading teams, student council, and leadership programs led by the parent coordinator and the youth development coordinator. All ELL students in grades 2-5 are invited to participate in our after school and morning program. As mentioned above, all students received targeted small group instruction to assist in acquisition of the English language.

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

The following instructional materials are used to support ELL students: fiction and non fiction books, trade books, Foss Science Kits, Words Their Way, Foundations, Wilson, Thinking Maps, smart board instructional support, and a social studies curriculum that is also supported by hands-on field trips. Cameras and color printers are used to capture images to support charts and other instructional aspects of the classroom. I pads and laptops for individual students are also used to support instruction.

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

Native language support is delivered through the use of bilingual dictionaries and small group instruction. Student translation services are implemented upon need. We also try to assign students in classes where the classroom teacher speaks the same language as the child.

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

ELLs' ages, grade levels, and proficiency levels are considered when services and supports are rendered. ESL teachers also plan with grade level teams and align their support services to the Common Core Standards for the grade. The ESL teachers are responsible for making appropriate modifications to grade level curriculum so that ELLs can access age and grade appropriate material. The ESL teachers regularly attend Professional Development sessions and planning meetings with the teachers to make sure the resources they are using correspond to the appropriate age/grade level and support the curriculum.

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.

Newly enrolled ELL students are introduced to the ESL staff at registration and parents are provided the opportunity to tour the school with a member of the ESL Staff and Parent Coordinator. This tour provides parents and students with a chance to meet other teachers and students while gaining a brief understanding of the school community and curriculum. This year we will put together a team of students who will be the welcoming team for the school. This team will greet the new students as they enroll and show them places in the building that are important for them to know.

18. What language electives are offered to ELLs?

We do not offer Language electives at P.S. 154Q, as this is an elementary school.

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)?

19. At this time we do not offer dual language programs at P.S. 154, however, upon parent request we would contact the Office of ELL's at ELLProgramTransfers@schools.nyc.gov.

C. Professional Development and Support for School Staff

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

1. Professional development and support for our school staff is provided by Teachers College Reading and Writing Project, Network Support Specialists from CFN 207, and District-wide professional development. In house professional development includes collaborative planning time between ESL staff and classroom teachers. ESL teachers are also members of our vertical teams where we have each teacher part of a different content area to understand the content across the grades and to see the alignment and progression from one grade to the next. It also provides the teachers with a deeper understanding of how they need to prepare their students in order for them to be successful in the next grade. In addition, ESL teachers and science teachers meet a minimum of twice a month. At these meetings science teachers provide ESL teachers with professional development on the Foss Science Program that is implemented in the school. In addition, ESL teachers share their knowledge and best practices of teaching ELLs.

2. Teachers of ELL students participate in Network-wide professional development in order to learn strategies to help ELLs meet the CCLS. ELL teachers have received professional development on academic language, text complexity, and close reading. Selected ESL teachers participated in a year-long workshop series focusing on adapting Thinking Maps for ELLs. Two of our ESL teachers are part of a study group that focuses on RTI Tier I Interventions for ELLs.

3. The Guidance Counselor is identified as the Middle School Liaison. ESL teachers working with grade 5 students collaborate with the guidance counselor to assist in the transition from elementary to middle school. The guidance counselor provides training and opportunity for discussions around supporting students as they transition to middle school.

4. ELL teachers, administrative staff, and teachers that support ELL students meet on a regular basis to discuss best practices. ELL teachers also attend and/or receive through the turn-key process professional development from the Network Support Specialist. Teachers meet collaboratively at least 1x/week to plan/train and Vertical teams meet 1x/month to turn-key their training. ESL teachers share their inquiry projects each year which involve helpful strategies for teachers to use to support their ELLs. This year we have also added an ESL teacher to our Teacher Leaders Team which meets twice a month to discuss data, look for trends, and plan for instruction to meet the needs of the students. During all Professional Development/Non-attendance days, time is set aside for teachers to share and turn-key professional development training. Support is also given to our Classroom and ESL teachers by our Network Support Specialist to help with a push-in teaching model. Agendas and attendance sheets are kept by the teachers for the grade level and vertical teams. School-wide professional development records are kept in the main 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?
 1. This year we are implementing a new parent involvement initiative inviting parents into their child's classroom the first Friday of every month to become an active participant in their child's learning. Administration hosts a monthly "First Friday" where parents are invited into their child's classroom for one period in the morning to participate and learn alongside their child in different subject areas. After this classroom visit, parents are invited to the auditorium for conversation with administration. This time provides parents with the opportunity to inquire about instructional and procedural items which can range from scheduling and curriculum to events at this school. A weekly parent email is sent to parents every week. This email also informs parents of the weekly events in our community. The parent coordinator sponsors parent workshops and ELL training for adults. We also provide all parents a report card vocabulary sheet (in their native language) to help parents better understand the school report card so that they can assist their children at home.
 2. At this time, PS 154 does not partner with agencies or Community Based Organizations to provide workshops to ELL parents.
 3. The needs of the parents of ELL students are initially identified through questionnaires and surveys at time of registration. This is an ongoing procedure as new students are enrolled. Parent needs are also shared at PTA meetings, First Friday meetings, and school visits throughout the year.
 4. Based on the responses to questionnaires, surveys, and concerns shared at various meetings throughout the school year activities, programs, and groups are designed to address the needs of the parents. We hold monthly parent workshops on topics requested by the parents. These workshops are facilitated by teachers as well as the parent coordinator and often provide support to parents on the new curriculum and ways to support their children at home.

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: P.S. 154Q**School DBN: 25Q154**

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------------|--------------------------|-----------|-----------------|
| Dr. Tara Davidson | Principal | | 11/15/13 |
| Danielle LaPorte | Assistant Principal | | 11/15/13 |
| Jacqueline Oregel | Parent Coordinator | | 11/15/13 |
| Ellen Posner | ESL Teacher | | 11/15/13 |
| Jessica Santana | Parent | | 11/15/13 |
| Mrs. Jessica Virola | Teacher/Subject Area | | 11/15/13 |
| Mrs. Katherine Barberio | Teacher/Subject Area | | 11/15/13 |
| | Coach | | |
| | Coach | | |
| Cami Meyer | Guidance Counselor | | 11/15/13 |
| | Network Leader | | |
| Ms. Samantha Stein | Other <u>ESL Teacher</u> | | 11/15/13 |
| Mrs. Marcella Trotta | Other <u>ESL Teacher</u> | | 11/15/13 |
| | Other _____ | | |
| | Other _____ | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q154 School Name: P.S. 154Q

Cluster: 2 Network: 207

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.

From running the RHLA in ATS, sending parents a Language Preference Form in September in which they indicate the language they would like to receive written information and oral communication from the school, and meeting with parents at the beginning of the school year, we assess the number and types of home languages present within our school community. At the start of our school year, an ESL Parent Meeting, in conjunction with the parent coordinator, is scheduled. At that time the staff discusses and informs parents of their options regarding the different programs that are available to their child. Videos in many different languages were created to explain the different options to parents. From listening to new parents and understanding our current population, we have multiple people available within the school who can act as interpreters (Urdu/Pashtu, Spanish, Chinese, Hindi, French for example) and are available to parents. We also use multi-language stamps to communicate important messages and information to parents throughout the school year. Based upon parent feedback, certain documents are also sent to the Translation Unit to be translated prior to schoolwide distribution and phone calls are made to inform/remind parents of important information and events. Translators are also present at parent-teacher conferences for the most frequently-spoken languages in our school community based upon the RHLA, as well as through the DOE Translation Unit (for which is provided to all school personnel to use as a resource to communicate with families). We also have parents who volunteer to translate for other parents at our monthly meetings.

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

The major findings of our school's written translation and oral interpretation needs come from running and analyzing the RHLA report in ATS and from formal and informal conversations with our school community and parent coordinator to understand their translation and interpretation needs. Major findings include the desire for: translated documents, translations at parent meetings and parent-teacher conferences for some of our most common languages (Spanish, Chinese, Urdu, and Russian). Findings were reported to our school community at monthly parent meetings and PTA meetings. All major findings of our school are also updated and sent to parents in a weekly email from the parent

coordinator every Friday. There are monthly scheduled "First Fridays" where parents are invited into their child's classroom for a period to participate and learn alongside their child in different subject areas. After the classroom visit parents are invited to the auditorium for breakfast and conversation with the Principal and Assistant Principal to discuss what they saw in their child's classroom, inform them of upcoming events and/or important messages, and answer any questions they may have. This monthly First Friday event keeps the neighboring community regularly welcomed and informed of what their children are learning. The P.S. 154Q school web site, <http://schools.nyc.gov/SchoolPortals/25/Q154/default.htm> is always providing recent news and information.

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 NYC Department of Education. High Priority documents are translated or accompanied by a school stamp written in several languages which states, "Important Document: Please have translated."

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 are provided by the NYC Department of Education. All staff members possess the oral translation phone number to assist with parent conferences. In addition, the school arranges for interpreters to be available during Parent Teacher Conferences in November and March.

There are several staff members who are bi-lingual and are ready, willing, and able to provide oral translation services when needed. Languages include: French, Spanish, Urdu/Pashtu, Hindi, Hebrew, and Chinese.

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

- A. PS 154Q is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.
- B. PS 154Q posts, in a conspicuous location at or near the primary entrance to such school, a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Translated signs, in the covered languages, are available at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.
- C. PS 154Q school safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- D. Parents who speak a primary language that is neither English nor a covered language shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.
- E. The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.