



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

10X054

School Name:

FORDHAM-BEDFORD ACADEMY

Principal:

MARYBELLE FERREIRA

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: **FORDHAM-BEDFORD ACADEMY** School Number (DBN): **10X054**
School Level: Elementary Grades Served: PK-05
School Address: 2703 Webster Avenue
Phone Number: 718-584-4203 Fax: 718-584-4326
School Contact Person: Marybelle Ferreira Email Address: mferrei@schools.nyc.gov
Principal: Marybelle Ferreira UFT Chapter Leader:
Lauren Weintraub
Parents' Association President: Ana Polanco
School Leadership Team
Chairperson: Marybelle Ferreira
Student Representative(s): NA

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Bronx, N.Y. 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 01 Cluster Leader: Chris Groll
Network Number: 109 Network Leader: Maria Quail

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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) |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Marybelle Ferreira | *Principal or Designee | |
| Lauren Weintraub | *UFT Chapter Leader or Designee | |
| Ana Polanco | *PA/PTA President or Designated Co-President | |
| | 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 | |
| John Lewis | Member/ UFT-SWD | |
| Marilyn Costa | Member/ UFT-ELL | |
| Sandra Cepeda | Member/ UFT | |
| Marisa Maio | Member/ UFT-related services | |
| Lisa Garcia | Member/ Parent PA Treasurer | |
| Alexandra Garcia | Member/ Parent Title 1 Parent | |
| Tammy Perrie-Barrie | Member/ Parent SWD | |
| Yamilet Melo | Member/Parent PA secretary | |
| Bersis Melendez | Member/ Parent | |
| | Member/ | |
| | Member/ | |

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

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

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

The Capacity Framework and SCEP Development

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



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

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

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

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

Accountability Tools and the Capacity Framework

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

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Public School 54 is committed to nurturing the intellectual, physical, social and emotional development of all our students and adults in our school

Public School 54 is a title 1 school situated in the Fordham-Bedford section of the Bronx. The demographics of P.S. 54 is as follows: 2% Asian; 24% Black; 72 % Hispanic; 1% White. This school educates students who come from all walks of life. We educate all children and among them we have English Language Learners (31%) and students with special needs SWDs (21%).

This school was built in 1999 and since then, we have been serving New York City's immigrant and minority students with the quality education they deserve. Currently, nearly 500 children in pre-kindergarten through the fifth grade make up our school's student population. We are staffed with highly qualified and caring teachers, administrators, educational assistants, other out of classroom personnel and Parent Association.

In this school, our students are pushed to the limit. We respect and empower all children, including those who see things differently, learn differently, act differently, and speak differently, to achieve at high levels, reach for, and attain careers and college success. We follow and infuse the Common Core Standards, the Citywide Instructional Expectations, and our curriculums with technology, problem solving skills, and critical thinking skills to tap into the multiple intelligences of ALL students and to provide them with the appropriate supports that will enable them to persist and succeed in college, careers, and in life. We do this because we want our students to reap the successes that having a great education will bring them.

At Public School 54, we want our students to have the opportunity to realize and reach their full potentials and not be limited by their social status or the communities they live in as well as their nationality, language, their academic/emotional needs, or by the status of his/her parents. Our school is inclusive and provides all of our students with the opportunities that would allow them to become competitive, resourceful and successful human beings.

Vision and Mission statements:

Vision

The vision of P.S. 54 is to bring our students into the 21st century through innovation and modern technology. We will have a quality, creative, compassionate, caring, and innovative teacher in every classroom for all students. We know that learning is the path to success; therefore, we will provide all of our students, no matter their differences and life circumstances, with the appropriate opportunities so that they may reach their true potential. Through project-based learning, differentiated teaching and a technology-infused curriculum, our students will become creative and critical thinkers with successful problem solving skills. This, in turn, will empower our students to leave their mark on society, succeed throughout their lives, and become human beings who would value, love, and respect themselves as well as others.

Mission

At Public School 54, our mission is to ensure that all children reach their true intellectual and human potential by developing the critical thinking skills, understandings, perseverance, and emotional strength needed to succeed in school, career, and life. Our teachers set high and obtainable goals for every child and provide multiple learning experiences infused with multiculturalism, technology, character development and conflict resolution to advance our students knowledge and learning to the highest level and extend their opportunities to succeed in society.

We seek to foster in our students a sense of self-reliance; give them the freedom to explore and challenge themselves; and provide them with the tools they will need to create, discover, and evolve in this ever-changing world. We seek to unlock their limitless capabilities so that they may become lifelong learners.

Minds, hearts, and hands work in harmony to *inject life* into our curriculum and through the use of technology engage our students in a 21st Century learning environment where research, evaluation, and communication will expand their horizons from classroom life to the community they live in and across the globe.

Our Strength comes from the relationship we have forged with our community:

Areas of celebration:

- The goals and the vision of the school are supported by staff, families, and students and are uniformly seen, heard, and known across the school community.
- We have established a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve these expectations.
- As leaders, we consistently communicate high expectations (professionalism, instruction, communication, and other elements of the teacher practice rubric) to the entire staff, and provide learning opportunities, resulting in a culture of mutual accountability for those expectations.
- School leaders, the community, and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations
- Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance that supports all students and prepare them for the next level.
- Teacher teams engage in structured professional collaborations using an inquiry approach that promotes shared leadership and focuses on improved student learning.
- Teacher teams systematically analyze student work resulting in shared improvements in teacher practice and mastery of goals for groups of students.
- Distributed leadership structures are embedded so that there is effective teacher leadership across the school.
- The school leader champions the implementation of a data-driven mission for student achievement and social-emotional well-being and holds the school community accountable for working to realize the long-term vision and the school priorities as outlined in the SCEP.
- Have fully implemented PBIS to help our students develop a healthy self-esteem.
- Opened a parent center to foster an environment of clear communication between the school and the community it serves.
- Celebrate students of the month with a monthly breakfast with students and parents to continue our work in developing human beings who would value their live and the lives of others.
- Monthly attendance celebrations for winning classes at each grade level to improve attendance.
- Monthly recognition for students with 100% attendance.
- School-wide data meetings (4 times a year) with parents and students to inform parents of academic progress or lack of it.

Special Initiatives:

At P.S. 54 we offer a variety of programs that help us meet the needs and interests of every student to prepare them for college and career.

Special Education

We serve students with a range of challenges. Many of our students who receive special education supports and services are taught in the same classes as their peers who do not have similar challenges. We have “Integrated Co-Teaching” (ICT) classes in grades 3, 4, and 5 and will be expanding in the next academic year. In our ICT classrooms, a general education teacher and a special education teacher teach together to target strengths and work with those strengths.

P.S. 54 is a barrier-free site and offers an instructional environment for children who use wheelchairs, braces or have other mobility issues as well as children with different learning styles.

Our Special Education Program is designed to serve the needs of students having various challenges. Our goal is to provide an instructional environment that ensures each student can participate to the fullest possible level and that all mandates of each Individual Education Plan (I.E.P.) are implemented.

English Language Learners

There are three main types of programs for students who speak a language other than English at home and score below a state-designated level of proficiency in English upon entering the New York City public school system:

Transitional Bilingual Education (TBE), where academic instruction is in both English and the native language.

- Dual Language, where academic instruction during the school day is 50 percent in English and 50 percent in another language (Spanish).
- English as a Second Language (ESL), where all academic instruction during the school day is in English (we use these models: self-contained ESL classes and push-in/pull-out ESL).

Gifted and Talented Education

We seek to provide challenging standards-based instruction to children with exceptional capacity or creative talent.

Content Specialty Teachers:

We seek to provide our students with opportunities in the Arts, Physical Education, Sciences, Dance/Movement, and technology.

Classrooms/Other Facilities:

There is a State of the Art Library, one science laboratory, an arts room, a gymnasium, a dance room, a fully-equipped computer lab, fully-equipped mobile carts on each floor composed of laptops and iPads for children's instructional use. All of our classrooms are equipped with the latest technology to facilitate differentiation (e.g. smartboards, enoboard, elmos, laptop units, listening centers, projectors, etc).

We have partnered with these organizations and non-profit organizations to enhance our students' opportunities to succeed:

Digital Age Learning, Evolution, Ballet Tech, Garden Helper, NYcares, Citizen for NY, Fuel to Play 60, GENYOUthNOW, Garden to Cafe, 21st Century, Dreamyard, Good Shepard, Global Writes; Fan4Kids , Achievers-Enrichment, Boy Scouts

As we continue to work toward graduating students who are college and career ready, we will continue to analyze student data and provide the services needed to succeed:

- Response To Intervention (RTI) in tier 1 - whole class instruction by examining student work to refine curriculum, assessment and instruction/ teacher practice.
- Response To Intervention (RTI) in tier 2 - continue our intervention block in the morning (8:45 am to 9:15 am) and individualized AIS.
- Data Inquiry- embedded in our teacher effectiveness evaluation, vertical teams during faculty meeting, horizontal grade teams, and study groups. Focus groups will remain the same for ELLs, Special Needs, lowest 1/3.
- Strengthening teacher practice by examining and refining the feedback the teacher receives from peers and administrators using the Danielson Framework for Teaching.
- All teachers work in teams to look closely at student work to understand the steps needed to reach the level of performance that the Common Core demands.
- All students are engaged in literacy and math tasks aligned to Common Core Standards. These tasks are embedded in Common Core Standards and include multiple entry points for all learners, including students with disabilities, English language learners, and students who are performing at and above level.
- All teachers are engage in frequent cycles of classroom observations (informal and formal), collaborative examination of student work, and timely, specific, evidence-based feedback for teachers. Feedback will be used to improve both teacher practice and student performance.
- Provide an intervention period from 8:45-9:15 every morning.

- We are providing after school programs as needed for all, including SWDs and ELLs.
- We are providing Saturday programs for SWDs and ELLs.

The challenges we face are the same challenges that most public school face: Attendance due to high mobility and high numbers of families residing in temporary housing or who have been displaced. We are working diligently to address these issues.

The area where we showed the most growth is in the marked improvement/growth at the city and the state level during the 2013-2014 academic year. Our growth at the state level on the ELA for the lowest performing students - we received a score of Excellent and on the State math we received a score of Good. Also, compared to the previous year, improvement by student groups on the State English test compared to other students who scored at the same level last year:

English Language Learners scored Good; Students with Special Needs scored Good and Lowest Performing Students scored Excellent

Improvement by student group on the State math test compared to other students who scored at the same level last year:

English Language Learners = Good

Students with Special Needs = Good

Lowest Performing Students = Excellent

For this school year our key areas of focus are: student achievement/engagement and teacher collaboration

10X054 School Information Sheet

| School Configuration (2014-15) | | | |
|-----------------------------------------------------------------|----------------------|-------------------------------------------------|-------|
| Grade Configuration | PK,0K,01,02,03,04,05 | Total Enrollment | 487 |
| | | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A |
| | | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | |
| # Special Classes | N/A | # SETSS | N/A |
| | | # Integrated Collaborative Teaching | N/A |
| Types and Number of Special Classes (2014-15) | | | |
| # Visual Arts | N/A | # Music | N/A |
| | | # Drama | N/A |
| # Foreign Language | N/A | # Dance | N/A |
| | | # CTE | N/A |
| School Composition (2013-14) | | | |
| % Title I Population | 93.6% | % Attendance Rate | 91.7% |
| % Free Lunch | 95.3% | % Reduced Lunch | 2.3% |
| % Limited English Proficient | 30.5% | % Students with Disabilities | 20.6% |
| Racial/Ethnic Origin (2013-14) | | | |
| % American Indian or Alaska Native | 0.8% | % Black or African American | 24.9% |
| % Hispanic or Latino | 71.0% | % Asian or Native Hawaiian/Pacific Islander | 2.3% |
| % White | 0.8% | % Multi-Racial | N/A |
| Personnel (2014-15) | | | |
| Years Principal Assigned to School (2014-15) | 1.18 | # of Assistant Principals (2014-15) | 2 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | 4 |
| Personnel (2013-14) | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | N/A |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.1% | Average Teacher Absences (2013-14) | 8.42 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | |
| ELA Performance at levels 3 & 4 | 9.0% | Mathematics Performance at levels 3 & 4 | 11.0% |
| Science Performance at levels 3 & 4 (4th Grade) | 74.2% | Science Performance at levels 3 & 4 (8th Grade) | N/A |
| Student Performance for High Schools (2012-13) | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | N/A |
| Credit Accumulation High Schools Only (2013-14) | | | |
| % of 1st year students who earned 10+ credits | N/A | % of 2nd year students who earned 10+ credits | N/A |
| % of 3rd year students who earned 10+ credits | N/A | 4 Year Graduation Rate | N/A |
| 6 Year Graduation Rate | N/A | | |
| Overall NYSED Accountability Status (2014-15) | | | |
| Reward | | Recognition | |
| In Good Standing | | Local Assistance Plan | |
| Focus District | X | Focus School Identified by a Focus District | X |
| Priority School | | | |
| Accountability Status – Elementary and Middle Schools | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | NO |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | YES | Limited English Proficient | YES |
| Economically Disadvantaged | NO | | |

| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | |
|-----------------------------------------------------------------|-----|-------------------------------------------------|-----|
| American Indian or Alaska Native | N/A | Black or African American | YES |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | YES | Limited English Proficient | NO |
| Economically Disadvantaged | NO | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | NO | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | | |
| Accountability Status – High Schools | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | |
| American Indian or Alaska Native | N/A | Black or African American | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | N/A | Limited English Proficient | N/A |
| Economically Disadvantaged | N/A | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

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

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

Part 1b. Needs/Areas for Improvement:

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

Teachers ensure that units and lesson plans are appropriately aligned to the CCLS. Our curriculum is coherent throughout the school and introduces complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. This is a work in progress. To address this issue we hired a literacy coach, a literacy consultant; we are part of the New Teacher Center to train mentors and coaches and we joined the Teacher Development Coach program to work with our 6 new teachers. Every Monday during our PD time (2:20-3:40) we plan and have teachers work in teams to address the area(s) of needs.

Part 2 – Annual Goal

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

By June 2015, the school leadership will support 100% of teaching staff in the planning and quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS). With support from administrators, highly effective and effective teachers, coaches and consultants, teacher teams will create curriculum maps and units of study to include rigorous and differentiated lesson plans to meet the needs of every student and increase student academic achievement in the lowest third in ELA and Math. The leadership team will provide feedback in three different ways to support this goal. First they will provide frequent feedback through informal/formal observations of classroom practice. Second they will review student data weekly and plan for next steps with teachers. Third, the leadership team will meet with coaches and consultants to ensure staff

Part 4 – Resources Needed

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

- School leaders, teachers and curriculum and assessment consultants are all engaged in producing and influencing the design, resource selections and lesson tasks of the different curriculum maps.
- Citywide Instructional Expectations, EngageNY, and DOE performance tasks
- Payroll secretary to process per session
- Use of teacher teams, instructional leader for demonstration of modeling and developing norms and common language among teachers and students in the implementation of curriculum planning, development of lessons and analysis of data and student work for the subject/grade
- The Danielson Framework and Advance for teacher evaluation and student academic progress
- 100 book challenge PD to increase reading comprehension
- Scheduling for intra and intervisitations
- Teacher team meetings to allow for planning and to foster teacher collaboration at 20 hours/per year/per session rate
- School leadership team, capacity teachers, literacy and technology consultants, and the teacher development coach will provide PD based on the Danielson Framework for teaching with particular emphasis on the 8 components teachers will be rated on
- School Leadership and literacy coach and capacity teachers will meet to plan and provide support in the development of units and curriculum pacing to create effective lessons and units of study
- Use of the NYC DOE resources such as the common core library, DOELL and other instructional resources recommended by the DOE
- Administrative team will schedule weekly grade meetings to accommodate all teachers and allow for collaboration between teachers and related service providers.
- Administrators will meet regularly with the teachers they supervise and provide feedback sessions for developing effective and highly effective lessons
- DOE Talent coach will meet with administrators (3) regarding the implementation of the Danielson rubric, how to engage in reflective practice, and how to write meaningful self-reflections
- All teacher teams, including grade level, content and specialty level teams will collaborate in planning on a weekly basis during the PDs on Mondays and during weekly common planning 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.

| | | | | | | | | | | | | | |
|---|----------|--|---------------|--|-----------------|--|-----------|--|-----------|---|---------------|--|--------|
| X | Tax Levy | | Title I Basic | | Title I 1003(a) | | Title IIA | | Title III | X | P/F Set-aside | | Grants |
|---|----------|--|---------------|--|-----------------|--|-----------|--|-----------|---|---------------|--|--------|

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

Funds are set aside for Per Session Planning for Teacher Teams, Literacy coach, administration to continue to review and revise curriculum units and assessments on a weekly/monthly basis, throughout the year beginning in September of 2014 and ending in May of 2015 at per session rate.

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Leaders and cohort teams will review the connectedness of our maps to daily lesson plans and student achievement data on a bimonthly basis to show an increase in rigorous instruction and student achievement
- Teachers in grade-level meetings with peers and the school's curriculum and assessment consultant will evaluate new mapping resources, reflect on the impact of the maps on lessons and student outcomes and adjust the maps accordingly
- 100% of teachers will be engaged in regular professional development opportunities related to the observed patterns and trends from observations and including the identified domains as per the Danielson Framework for

teaching.

- Completion of lesson plans and units of study that include pre- and post-tests (per units), using CCLS that also support Instructional Shifts (September through June)
- 100% of teachers will be part of the articulation process at some point throughout the year and be part of weekly data meeting at their grade levels.
- 75% of teachers will increase their HEDI rating by one level from the original lesson to the observation of the modified version
- Self-reflections will be used both prior to and post observations to measure the alignment between teachers' assessment of their practice aligned with observed practice
- Classroom teachers as well as content specialists and other providers will conduct an analysis of the results of the assessments (acuity in ELA and Math, DRA-2, performance tasks, student work, and other end of unit assessments) to evaluate the effectiveness of the lessons and end of unit performance tasks to adjust lessons as needed to provide access to learning for all learners
-

Part 6b. Complete in February 2015.

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (H_{ighly} E_{ffective}, E_{ffective}, D_{eveloping}, or I_{neffective}) for DTSDE Tenet 5:

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

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

Part 1b. Needs/Areas for Improvement:

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

Our strength: The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.

What we are working on: All school constituents are able to articulate how the school community is safe, conducive to learning and foster a sense of ownership that leads to greater student academic and social-emotional growth.

Part 2 – Annual Goal

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

By June 2015, a positive school culture will be 100% reinforced through the continuous implementation of a PBIS school wide program. Students will have the opportunity to earn points by showing the expected behaviors as per the PBIS matrix. This in turn will help create and maintain a learning environment conducive to academic success as well as supporting the social and emotional developmental health of all students. This will be measured by a decrease in classroom-based discipline referrals from 39 in December of 2013-May of 2014 to 20 from December of 2014-May of 2015 as well as a reduction from 90 overall incidents reported in OORS from December of 2013 through May of 2014 to 60 from December of 2014 through May of 2015.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Reintroduce the PBIS system in grade level bands to reinforce and strengthen the desirable traits in each student. • Meet with school aides to review PBIS expectations use of tickets and reinforce and strengthen the way students are awarded PBIS tickets | <ul style="list-style-type: none"> • Students in PK-5 • School aides | <ul style="list-style-type: none"> • September 2014 • Will revisit in January 2015 | Principal, Counselors, SWs, teachers |
| <ul style="list-style-type: none"> • Respect for All lessons • Safety lessons • Anti-bullying workshops | Prek-5 | Sept., Oct., Nov. | Social Workers and Guidance counselors |
| <ul style="list-style-type: none"> • Send out PBIS matrix to families and Informational meeting for parents • Monthly PBIS shopping to redeem PBIS tickets | <ul style="list-style-type: none"> • Parents and students in all grade levels • PK-5 grade students | <ul style="list-style-type: none"> • September of 2014 • Will revisit January 2015 | Administrative team, family workers, guidance department |
| <ul style="list-style-type: none"> • Student of the month breakfasts with the selected students from each class at all grade levels and their families who were selected as the student of the month by their peers and the staff. | PK – 5 students and their families | On a monthly basis | Administration and the Parent Association |

Part 4 – Resources Needed

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

- All teacher teams at all grade levels are part of this initiative
- The PBIS core team which is comprised of one classroom teacher, one content specialist, the administrators, parent coordinator, three social workers, school psychologist, family worker will provide further assistance/training for all staff
- Network staff provide PBIS training for the Core Team
- School Leadership and Literacy Coach will meet to plan and provide support in the development of matrix to support the PBIS expected characteristics and behaviors
- Use of the NYC DOE resources such as the common core library, DOELL and other instructional resources recommended by the DOE
- Administrative team will schedule weekly grade meetings to accommodate all teachers and allow for students to “shop” by redeeming their PBIS tickets

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. | | | | | | | | | | | | | |
| | Tax Levy | | Title I Basic | | Title I 1003(a) | X | Title IIA | | Title III | X | P/F Set-aside | | 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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| <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> <ol style="list-style-type: none"> 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. | | | | |
| <ul style="list-style-type: none"> • The PBIS data specialist will conduct regular analysis of the surveys sent to teachers and the students to evaluate our PBIS program. An initial survey was completed by the teachers and students in September and analyzed by the PBIS data specialist. The results of this survey will be compared to the results of the survey that will be administered at mid-point in January/February and then again in May to inform and to make changes or not, as necessary. Targets and outcomes as a result of the strategy include : <ul style="list-style-type: none"> ○ minimize student disruptions in the classroom, ○ creating a learning environment conducive to academic success as well as supporting the social and emotional developmental health for all students. ○ Reduce incidents reported in OORS from 90 from December through May of the previous year to 60 from December of 2014 through May of 2015 | | | | |
| <p>Part 6b. Complete in February 2015.</p> | | | | |
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | | Yes | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

Part 1b. Needs/Areas for Improvement:

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

Strength: Distributed leadership structures are embedded so that there is effective teacher leadership and teachers play an integral role in key decisions that affect student learning across the school.

- The school is partnered with outside organizations (e.g. Evolution, Digital Age, Achievers Enrichment, Dreamyard, Ballet Tech, Fan4Kids, Bronx Zoo, Boy Scouts, La Fuente) that help develop and support the school's instructional goals and long-range action plans.
- Teacher teams' time is devoted to professional collaboration that involves the analysis of academic tasks and student work, determining adjustments to instruction, planning Common Core- aligned instruction, and deepening understanding of the Danielson Framework for Teaching.

What we are work on: Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.

Needs we are prioritizing:

- Teacher growth supported by effective feedback (observation/feedback cycle) and next steps from observations and data collection
- More focused feedback to teachers to support development and provide next steps using the Danielson Framework.
- More formative data to inform professional development and teacher/administrator performance based decisions.
- School leaders and teacher peers support the development of teachers, including those new to the profession, with effective feedback and next steps using cycles of classroom observations and analysis of student work/data.

Part 2 – Annual Goal

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

By June 2015, teacher teams and school leaders will work collaboratively to ensure that 100% of instructional practices and strategies are appropriately aligned to Common Core State Standards. By utilizing a variety of data sources to monitor and inform lesson planning, teacher teams will develop explicit plans that foster student participation in their own learning process by providing students with multiple access to the curriculum. This will be evidenced by a minimum of 75% effective instructional practices in domain 3 as per advance and 5% student growth in the ELA.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Utilization of the Danielson Framework to support teacher professional development and student academic achievement. Teacher teams will meet weekly to look at student work for evidence of growth and gaps in the instruction to adjust their units and lessons. | Classroom teachers Content Specialists | September 2014-June 2015 | Principal Assistant Principals Literacy Coach Teacher Development Coaches NYCDOE Teacher Development Coach, Consultants |
| Implementation of the 100 Book Challenge to strengthen the home/school connection in assessment, instruction and feedback for teaching reading strategies. | Classroom teachers Content Specialists Paraprofessionals Service Providers Parents Administration | September 2014-June 2015 | 100 Book Challenge Coach Literacy Coach Classroom teachers Content Specialists Paraprofessionals Service Providers Parents Administration Consultants |
| Application of instructional strategies and practices to support the differentiated needs of ELLS, SWDs and students within the lowest 1/3 of performance. | Classroom teachers Content Specialists Paraprofessionals Service | September 2014-June 2015 | Principal Assistant Principals Literacy Coach Literacy Consultant Classroom teachers Content Specialists |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------|
| | | | Paraprofessionals Service Providers |
| Parent workshops and meetings to provide parents with information and strategies so that they may support their children's academic growth. | Principal, Assistant Principals Classroom teachers Content Specialists Service Providers | September 2014-June 2015 | Principal Assistant Principals Classroom teachers Content Specialists Service Providers |

Part 4 – Resources Needed

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

- Principal and assistant principals, and digitalage for learning and evolution consultants will engage in weekly planning
- Literacy coach, curriculum team, capacity teachers, tech team, will meet regularly to increase collaboration and have teachers facilitate the weekly PD
- Talent Coach will meet regularly with administrators regarding how to effectively conduct formal and informal observations and engage all teachers in effective observation and feedback cycle
- Grade team teachers and all other providers will meet weekly to look at student work during common learning time and during our weekly PD, Once a month after school for 2 hours (curriculum team)
- ELLs/SWDs After School for grades 2-5 meets 3/week/2 hours/5 teachers/15 weeks
- Achievers/Enrichment after school for grades 3-5 for 4hrs/week/5 teachers beginning in January – May 1
- School leaders (3) will meet regularly with staff and all teams to discuss assessments, data, student work to reinforce and adjust plans as needed

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | | | | | |
|---|----------|--|---------------|--|-----------------|--|-----------|--|-----------|---|---------------|--|--------|
| X | Tax Levy | | Title I Basic | | Title I 1003(a) | | Title IIA | | Title III | X | P/F Set-aside | | Grants |
|---|----------|--|---------------|--|-----------------|--|-----------|--|-----------|---|---------------|--|--------|

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

Part 6 – Progress Monitoring

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

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

- By the end of the 2014-2015 school year, all teachers have participated in weekly PD involving the Danielson Framework for teaching and learning, with particular focus on domain 3
- 100% of teachers will be observed as per their option
- Teams of teachers and supervisors will conduct classroom walkthroughs to set and maintain high expectations for classroom environment, culture for learning and instruction
- September 2014 – June 2015 all teachers will participate in weekly PD to strengthen instructional practice and strategies and adjust their units and lessons as needed
- By the end of the 2014 school year all classroom teachers have been observed as per their option at least once
- By the end of 2014, all teachers have been engaged in looking at student work on a weekly basis.

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

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

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

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

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

Part 1b. Needs/Areas for Improvement:

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

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

Strength: Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.

What we are working on:

Enhancing and effectively using evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) to improve academic achievement and teacher collaboration.

Part 2 – Annual Goal

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

By June of 2015, systems and structures for school development will be fully implemented and the school leaders would have made strategic decisions to organize human resources, programmatic resources, and fiscal capital, with particular attention to the CCSS to ensure that 100% of school and student goals are achieved as evidenced by 5 % increase in the number of level 1 students that achieve level 2 and level 2 students that achieve level 3 in ELA

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Charlotte Danielson's Framework for Teaching & Learning, specifically working with teachers in the 8 components teachers will be rated on. | New Teachers | 2014-2015 five-week cycles | New Teacher Development coach and Literacy coach |
| Onsite support from the TEP Talent Coach to assist administrators in utilizing the Framework to conduct observations as well as provide timely and actionable feedback Based on the finding during observations and walkthroughs, coaches and consultants will be asked to: <ul style="list-style-type: none"> • model • arrange inter and intra-visitations, • assist with looking at student work, • provide support in lesson planning, unit planning and curriculum mapping | All Teachers | 2014-2015 | Talent coach from the Teacher Effectiveness Program |
| Ongoing professional development for teachers (including feedback sessions and content) to facilitate collective understanding and internalization of select competencies (3b and 3c) | All staff | 2014-2015 Monday cycles of professional Learning opportunities | |
| Professional development will be individualized among staff such that staff members are matched with a coach or a consultant | New Teachers TIP teacher | September of 2014 and following a 5 week cycle | New Teacher Development coach and Literacy coach |

Part 4 – Resources Needed

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| <ul style="list-style-type: none"> • Talent coach, Literacy coach, New Teacher Development coach, Consultants • Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. • We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. |

- Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
- Teacher/Para/School Aide per session for extended day learning
- Contract with afterschool CBO 4hrs/week/50 students in grades 3-5 from January – May 1, 2015
- NYSTL/School Library allocation/Software
- Supplies/Materials to support instruction such as professional development books individualized for each teacher
- We will use our Title I SWP and Focus School funds to fund the work of our consultants, as well as materials acquisition.
- Teacher Effectiveness program talent coach assists with the observation and feedback cycles by regularly meeting with the APs and visiting classrooms. This activity comes at no cost.
- Literacy (EVOLUTION consultant) provides professional development and meets twice/three times a month with teachers throughout the day during grade meetings and individual meetings 2 and 3 times a month from September of 2014 through June of 2015
- DigitalAge Consultants twice a month from September 2014- May 2015 and 2 Mondays a month for PD from 2:20-3:40
- 2 Social worker x 3 hrs. a week from January through June 2015 plus 1 social worker x5 hours a week from January 2015through June 2015.
- 1 guidance counselor X 3 hours a week from January 2015-June 2015

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- Evidence of meeting this goal will be:
- Teacher Feedback Chart and copies of formal observations, informal observations, walkthroughs, and feedback will demonstrate that teachers were observed as per their option
- Number of administrative walkthroughs conducted
- Glow and Grow feedback incorporating *Danielson*
- Quality of feedback given to teachers – timely and actionable
- Improvement in the learning environment as evidenced in written feedback
- Agendas and attendance sheets from professional development sessions
- Notes and log of assistance by coaches and consultants
- September of 2014 – June of 2015 all teachers have participated in weekly professional development (ongoing throughout the year)
- September of 2014 – June of 2015all teachers will be observed, both formally and informally as per their option and will engage in mid-year and end-of-year self-reflections and assessments

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

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



Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

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

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

Part 1b. Needs/Areas for Improvement:

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

Strength: The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.

The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success

Part 2 – Annual Goal

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

By June of 2015, parent participation and engagement will be enhanced through reinforcement of a welcoming environment that involves all stakeholders in the sharing of data and communicating high expectations and student achievement to help parents better understand students’ progress towards meeting the CCSS. This will be evidenced and measured by an increase in satisfaction on the 2015 learning environment survey and by an increase in parent participation during the PA monthly meetings, curriculum nights, family nights, family events, assemblies, workshops and celebrations of success

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Student work products and data are shared with parents in October, during Parent Teacher Conferences, at the end of January, in March and at the end of May</p> | <p>Students, parents and teachers</p> | <p>10/2014, 1/2015 3/2015 6/2015</p> | <p>Parent Coordinator PTA SLT School leaders</p> |
| <p>Parent Coordinator, administrators, staff, family workers, social workers, maintain ongoing communication with families Parent Coordinator and administrators (3) conducts parent workshops, focusing on diverse needs of the community and the constituents</p> | <p>Parents</p> | <p>Ongoing/monthly throughout the year 2014-2015</p> | <ul style="list-style-type: none"> • Parent coordinator to conduct, facilitate and provide weekly and monthly workshops in coordination with administration and staff • School Leadership Team (6 staff and 6 parents) to meet and set goals • Parent Association – meets twice a month with administration and community to assess the needs of the community and provide PD for parents as the needs arise • Family workers (2) – provide ongoing communication |

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | with parents and community as identified by the SLT, the SIT, the Attendance committee and the SBST Social workers (2), teachers (34), administrators (3), PA, parent coordinator – provide ongoing workshops and communication/meeting with parents |
| SLT (School Leadership Team) meetings – Every two weeks parents will have the opportunity to discuss the school’s goals, budget, instructional practices, students behavior, etc.) | Parents/teachers | Every two weeks 10/2014-5/2015 | Family workers (2) – provide ongoing communication with parents and community as identified by the SLT, the SIT, the Attendance committee and the SBST |
| The school, in collaboration with the PA and the parent coordinator, has scheduled school wide events (from 9/2014 to 6/2015) to encourage engagement and participation within the community and the school | Parents, students, staff | Ongoing through 2014-2015 | Parents will attend workshops and will participate in school events throughout the 2014-2015 school year during school hours and off school hours. |

Part 4 – Resources Needed

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

- Parent coordinator to conduct, facilitate and provide weekly and monthly workshops in coordination with administration and staff
- School Leadership Team (6 staff and 6 parents) to meet and set goals to improve our learning environment and communication with the community
- Parent Association – meets twice a month with administration and community to assess the needs of the community and provide PD for parents as the needs arise
- Family workers (2) – provide ongoing communication with parents and community as identified by the SLT, the SIT, the Attendance committee and the SBST
- Social workers (2), guidance counselor, teachers (34), administrators (3), PA, parent coordinator – provide

ongoing workshops and communication/meeting with parents

Part 5 – Budget and Resource Alignment

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

| | | | | | | | | | | | | | |
|---|----------|--|---------------|---|-----------------|--|-----------|---|-----------|---|---------------|--|--------|
| X | Tax Levy | | Title I Basic | X | Title I 1003(a) | | Title IIA | X | Title III | X | P/F Set-aside | | Grants |
|---|----------|--|---------------|---|-----------------|--|-----------|---|-----------|---|---------------|--|--------|

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

Title I parent involvement funds will be used to provide workshops during the school day
 Title III parent involvement funds will be used to provide workshops Title I and title III funds

Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- The effectiveness of the strategies/activities will be evident through feedback from the 2014 – 2015 Environmental Survey where it will indicate whether there has been growth and development since the previous Environmental Survey (2013-2014)
- Teachers will communicate more with parents on an ongoing basis to discuss progress and needs during parental engagement activities, data meetings which take place 4 times a year and during family nights, celebrations and curriculum nights
- Parent will participate in workshops addressing the CCSS and shifts in ELA and Math
- Parents will receive information pertaining to meetings, workshops, events and celebrations via monthly calendars, weekly flyers, newsletters and notices
- Parents will attend workshops and will participate in school events throughout the 2014-2015 school year during school hours and off school hours
- September of 2014 through June of 2015 – meet with parents four times a year to discuss student growth based on formative and summative data
-

Part 6b. Complete in February 2015.

| | | | | | |
|----|----------------------------------------------------------------------------------------------------------------|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2. | 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) | ELLs, SWDs, Lowest 1/3 | <ul style="list-style-type: none"> • WILSON • F&P Intervention Program • Acuity • Discovery • Guided reading • Guided writing • Reciprocal reading • Independent reading • Interactive writing • Modeled writing • AWARD reading program Expertise of the AIS provider <ul style="list-style-type: none"> • 100 book challenge | <ul style="list-style-type: none"> • Small groups • One-to-one conference Tutoring | <ul style="list-style-type: none"> • During the school day (the intervention period is used for TIER 2 intervention (content specialist, AIS and SETSS providers push into grades 2-5 to provide intervention) • Before school (conflict resolution provided by the social Workers) • After school for level 1 students, H.O. ELLs) Saturdays for ELLs and SWDs) |
| Mathematics | ELLs, SWDs, Lowest 1/3 | <ul style="list-style-type: none"> • Guided Math (go math) • Conceptual with manipulatives • Acuity • Multi modality | <ul style="list-style-type: none"> • Small groups • One-to-one conference Tutoring | <ul style="list-style-type: none"> • During the school day • Before school • After school Saturdays |
| Science | ELLs, SWDs, Lowest 1/3 | <ul style="list-style-type: none"> • Scope and Sequence • Embedded in ELA and Math • Modeled in guided, interactive and reciprocal reading • Experiment Research | Small groups | During the school day |
| Social Studies | ELLs, SWDs, Lowest 1/3 | <ul style="list-style-type: none"> • Scope and Sequence • Embedded in ELA Modeled in guided, interactive and reciprocal reading | Small groups | During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | IEP, referrals by SIT, IEP teams, parents | <ul style="list-style-type: none"> • Conflict Resolution/Peer mediation • Organizational skills • Counseling/socialization skills • Respect For All • Anti-bullying | <ul style="list-style-type: none"> • Peer group • One-to-one • Small groups • One-to-one with families/caretakers | <ul style="list-style-type: none"> • During the school day • Before school (conflict resolution) After school |

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.

In order to recruit high quality teachers, we do the following:

- work closely with our Network HR point person, traditional teacher education programs, and alternative licensure programs.
- attend hiring fairs to identify and recruit highly-qualified teachers.
- work closely with our HR point person to ensure that all required documentation and assessment deadlines are met.
- begin recruiting when the teachers complete and return their preference sheets.
- look in the NYCDOE Finder on line system.
- Reach out to nearby universities chair person in the ELL/SWDs education departments.
- ask staff to recommend professionals for interviews.
- have established a screening team comprised of staff members that are experts in the vacancy area.
- The staff conducts level 1 screening measuring content knowledge. If candidates pass level 1 screening, the person is invited to return for a demonstration with children that represent the vacancy area. If the vacancy is declared during the summer, we use our summer school students as a lab site for demonstrations.
- During the school year, the payroll secretary reaches out to teachers to ensure she has all of their updates information. If a teacher is highlighted as not highly qualified by BEDS the secretary tries to resolve the issue with the teacher. If that does not work, the principal meets with the teacher to create a timeline to resolve the issue. The UFT Chapter person also is privy of the information, provided by the UFT and they also consult with teachers.
- We have established a highly qualified committee that discusses professional development and mentoring for new teachers.
- Mentors work 1:1 with new teachers, confer, and push in their classrooms to model and provide coaching.
- We provide all our teachers with professional development aligned to NYCDOE's citywide expectations and Danielson's Framework to assist them in getting their 175 hours for state certification.
- Assignments are given by teachers' goals, preference, administrators' observations and students' performance.

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).

- In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, and consultants.
- Mentoring is implemented as per teacher requirements. We are members of the New Teacher Center (NTC) and of Teacher Development coach
- We believe in individualized professional development plans that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administration to look at their development, mainly through the observation process which utilizes the Danielson's Framework for Teaching as well as through student practice.
- Teachers self-assess on a regular basis and confer with school leaders.
- All professional development is research based and evidence based. Research based strategies are emphasized in our trainings, and via the mini and formal observation process.
- Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.
- We are committed to ensuring that teachers have the resources and support needed increase student success. Additionally, we have allocated a Teacher Resource Center so that teachers have a quiet space to work and share. We encourage celebrations of success and sharing.
- Professional Development created based on students' needs and teachers' performance as evidenced by our observation/feedback cycles and students' work and assessments.
- Classroom observations are paired with feedback to help teachers and their evaluators exchange ideas about the teacher's practice and help teachers improve. As evaluators and teachers look at the four domains of the Danielson Framework *for Teaching* more frequently, they become more skilled at using observation data to support teacher growth and student achievement..
- Weekly Danielson Framework workshops are provided based on Domains 2 and 3. Other domains have also been covered in these workshops. All staff attends these weekly workshops (paraprofessionals, content specialist, related service providers, classroom teachers, APs).
- Feedback conversations provide teachers and evaluators the opportunity to reflect on areas of both strength and development from the shared observation and determine next steps to improve practice and student outcomes. Feedback occurs after every observation.
- PD is being supported via AUSSIE, Digital Age Learning, Literacy and Math workshops provided by our network, workshops for ELLs and SWDs, and the Office for English Language Learners.
- Principal and assistant principals attend professional development sessions offered by the OELL, the Danielson Group, Teacher Effectiveness Program, School Leadership Development and our network.

Teachers will be involved in individual conferences/differentiated PD and setting goals with their supervisor - each teaching staff member would review expectations (advance, MOSL, Danielson's Framework) and create goals that are aligned to our overall school goals and collaborate with principal during 1:1 conferences to create collaborative action plan with timeline.

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.).

At P.S. 54 we hold orientation meetings for families of preschool students to inform parents and assist them in the successful transition of their child from preschool into elementary school. At these meetings we work with parents to ensure that their child's transition from preschool into elementary school is seamless. To ensure a successful transition we do the following:

- Provide parents with the elementary school directory which explains what parents need to know and do if their child is starting Kindergarten the following year (in this case in September of 2015).
- Flyers are distributed with information pertaining to registration and procedures for registering future Kindergarten students. Parents are advised to visit the DOE websites for more in-depth information about how to get started, programs and services and other important information pertaining to students with special needs or to determine if a child is a child with special needs or needs to be provided with other related services upon their entering elementary school.
- Information is provided to parents via newsletters, the school website, PA meetings, and other notifications as to how they can best meet the needs of their child (i.e. special education, ELLs, specialized schools for G&T, etc.).
- Information is provided to parents about the school and how to best understand the performance of the school.
- Information is provided to parents about the school curriculum, early intervention and services and supports available for their child and the family.
- Information is provided to parents about the school in general (i.e. schedules, operations, events, etc.).
- The school manual is provided to parents to further inform them about parent involvement and the school in general.
- Our curriculum is aligned to the CCSS and is differentiated as per the needs of the student.
- Our pedagogues are trained in early learning and receive differentiated PD for working with kindergarten students.
- Our pedagogues participate in PD targeting specific foundations for teaching and learning in the early grades.
- Our pedagogues are trained in analyzing data to target, understand and provide support for our newly admit kindergarten students.

Our school culture supports family engagement and encourages parents to be active participants in their child's education through regular meetings, workshops on the CCSS, activities such as family and curriculum nights, celebrations and participation in the SLT in our Parent Association monthly meetings.

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.

In our efforts to ensure that our teachers are involved in shared decision making and participate in the selection of appropriate assessments that serve to measure and assess improved instruction and increase academic success, we do the following:

- We offer individualized professional development to teachers on current topics such as best practice and based on the teacher's self-reflection. These professional development opportunities are aligned to the Danielson Framework for Teaching and advance
- Teachers are active participants in the decision-making process and collaborate with administration to look at student work on a weekly basis, review progress or lack of progress and decide what assessments or interventions will be utilized to improve instruction and academic achievement (ACUITY, DRA-2, F&P) are some of the assessments we have selected as a team to analyze our students progress and to look at trends. The results of these assessments are discussed during the grade meetings and closely monitored by all teachers.
- We are committed to ensuring that teachers have the resources and the support needed to increase student

success; therefore, teachers are encouraged to attend professional development at the district level, UFT, OELL and as provided by other teachers who turn key and are used as teacher leaders within the content they teach. This, we hope, will increase our teachers' knowledge of how students learn best and support us in selecting assessments that will help us identify the differentiated needs of our students.

- Teachers meet in teams on a weekly basis to discuss student work and to analyze trends. Based on these meetings, teachers adjust their lessons, make suggestions as to what they think will work best and the assessments that will help us to identify what works best for the population we serve and for the individual needs of each student (ELLs, SWDs, G&T, etc.).
- Danielson Framework workshops are provided based on the components teachers will be rated on. Other domains/components have also been covered in these workshops. All staff attends these workshops (paraprofessionals, content specialist, related service providers, classroom teachers, APs). These workshops are resourceful in helping us all understand competency 3d (using assessment in instruction) and what assessments will help us to monitor our students' progress or lack of it. Teachers always make recommendations as to what they think they and their students need in order to succeed. Recommendations are always acknowledged and taken under consideration.
- As members of the school team, teachers use and create assessments, rubrics, and grading policies that are aligned with the school's curricula and offer a clear portrait of student mastery, thus providing actionable and meaningful feedback to students, teachers and teachers regarding student achievement.
- As a team, we use common assessments to create a clear picture of student progress toward goals across grades and subjects, track progress, and adjust curricular and instructional decisions so that all students (ELLs, SWDs and G&T) continue to demonstrate increased mastery and academic success.
- As a team and across the classrooms, the assessments we choose reflect the varied use of ongoing checks for understanding so that teachers make effective adjustments to meet the needs of all our learners and work and design next steps.
- As a team, teachers and administrators implement assessments and analyze results and evaluate the effectiveness of the assessments used or the PD provided to teachers.
- Use student data and observations to assess teacher effectiveness and diagnose needs of both teachers and students.
- As a team, we work on developing a shared understanding of instructional excellence.
- Administrators hold regular meetings and maintain open communication with teachers about results and develop strategies for targeted improvement.
- As a team, we use multiple sources of evidence that helps us set our expectations for: instructional planning, classroom delivery and student assessment and evaluate our commitment to improving our instructional practice.
- Assessments are selected based on feedback from teachers and the results are analyzed carefully during our weekly data meetings. Analyzing the results of each assessment helps us in determining what to dispose of and what we need to continue using to further improve instruction and advance academic achievement.
- All of our teachers are engaged in inquiry-based, structured professional collaborations that have strengthened our instructional capacity and have helped us in promoting the implementation of the CCLS and the instructional shifts in ELA and Mat. This, we are hoping, will result in a school-wide instructional coherence and increased student achievement for all of our learners (ELLs, SWDs, and G&T).
- Teacher teams and administrators systematically analyze key elements of teacher practice through the analysis of students work, including classroom practice, assessment data, and student work. This, we hope, will result in shared improvements in teacher practice and mastery of goals for groups of students in ELA and Math
- Our leadership is distributed so that there is effective teacher leadership. Teachers play an integral role in key decisions that affect student learning across the school.

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

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

of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan. | |
|--------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| | | | Column A Verify with an (X) | Column B Page # Reference(s) |
| Title I Part A (Basic) | Federal | 438,500 | X | |
| Title I School Improvement 1003(a) | Federal | | | |
| Title I Priority and Focus School Improvement Funds | Federal | 106,141 | X | Pgs. 13, 14, 20, 23,24 |
| Title II, Part A | Federal | | | |
| Title III, Part A | Federal | 17,696 | X | 21 |
| Title III, Immigrant | Federal | 1,464 | X | Pgs. 27, 28, 29, |
| Tax Levy (FSF) | Local | 2,342,302 | X | Pgs. 12, -13, 14, 17, 20, 21, 23, 24 |

1Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) P.S. 54 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 54X, 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 54X will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

| | | |
|--------------------------------------------|----------------------|--------------------------|
| District 10 | Borough Bronx | School Number 054 |
| School Name Fordham-Bedford Academy | | |

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 Marybelle Ferreira | Assistant Principal Maria Leatherwood |
| Coach | Coach |
| ESL Teacher Juliet Luther | Guidance Counselor |
| Teacher/Subject Area Paloma Pena | Parent Ana Polanco |
| Teacher/Subject Area Marilyn Costa | Parent Coordinator Carmen Aleman |
| Related Service Provider Yvette Galarza | Other |
| Network Leader(Only if working with the LAP team) Maria Quail | Other |

C. Teacher Qualifications

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

| | | | | | |
|-----------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 4 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 1 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 3 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 1 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 1 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|------------------------------------------------------|------------|----------------------|------------|-----------------------------------------------|---------------|
| Total number of students in school (Excluding Pre-K) | 486 | Total number of ELLs | 146 | ELLs as share of total student population (%) | 30.04% |
|------------------------------------------------------|------------|----------------------|------------|-----------------------------------------------|---------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--------------------------------------------------------------------------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | 1 | 1 | 1 | | | | | | | | | | | 3 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-in | | 3 | 3 | 6 | 6 | 10 | | | | | | | | 28 |
| Pull-out | 3 | | 3 | 3 | 3 | 3 | | | | | | | | 15 |
| Total | 4 | 4 | 7 | 9 | 9 | 13 | 0 | 46 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|----------------------------------------------|-----|--------------------------------|----|
| All ELLs | 146 | Newcomers (ELLs receiving service 0-3 years) | 111 | ELL Students with Disabilities | 31 |
| SIFE | 6 | ELLs receiving service 4-6 years | 32 | Long-Term (completed 6+ years) | 2 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | 0 | | | | | | | | | 0 |
| Dual Language | 50 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| ESL | 61 | 7 | 17 | 32 | 0 | 11 | 3 | 0 | 2 | 96 |

| 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 | 111 | 7 | 20 | 32 | 0 | 11 | 3 | 0 | 2 | 146 |
| Number of ELLs who have an alternate placement paraprofessional: <u>0</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|------------------------------------------------|-----------|-----------|-----------|----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | 16 | 10 | 22 | 3 | 12 | 13 | | | | | | | | | | | | | 50 | 26 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 16 | 10 | 22 | 3 | 12 | 13 | 0 | 50 | 26 |

| 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): <u>19</u> | Number of third language speakers: <u>2</u> | |
| Ethnic breakdown of EPs (Number): | | |
| African-American: <u>5</u> | Asian: <u>0</u> | Hispanic/Latino: <u>71</u> |
| Native American: <u>0</u> | White (Non-Hispanic/Latino): <u>0</u> | Other: <u>0</u> |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 12 | 4 | 4 | 27 | 12 | 17 | | | | | | | | 76 |
| Chinese | | | 1 | | | | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 1 | | | | | | | | | | | | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | 2 | | | | 1 | | | | | | | | 3 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | 1 | 2 | 1 | | | | | | | | | 4 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 1 | 3 | 1 | 1 | 2 | 3 | | | | | | | | 11 |
| TOTAL | 14 | 9 | 7 | 30 | 15 | 21 | 0 | 96 |

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) | 17 | 9 | 5 | 5 | 4 | 4 | | | | | | | | 44 |
| Intermediate(I) | 3 | 11 | 6 | 9 | 2 | 7 | | | | | | | | 38 |
| Advanced (A) | 10 | 11 | 7 | 16 | 10 | 10 | | | | | | | | 64 |
| Total | 30 | 31 | 18 | 30 | 16 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 146 |

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 | 2 | 0 | 0 | 0 | 2 |
| 4 | 12 | 3 | 2 | 0 | 17 |
| 5 | 18 | 2 | 0 | 0 | 20 |
| 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 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 4 | 10 | 4 | 2 | 2 | 0 | 0 | 0 | 0 | 18 |
| 5 | 12 | 1 | 7 | 0 | 0 | 0 | 0 | 0 | 20 |
| 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 | 3 | | 9 | | 7 | | 1 | | 20 |
| 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.
We use the DRA in English to measure English literacy, K-5, and DRA in English and EDL in Spanish with newcomers and students in the Dual Language program. For some newcomers who have not developed enough first language literacy, the English DRA is not given until January, but for others for whom the first language is highly developed and they show interest and ability in some basic English

reading, the English DRA is given from September, with modifications, such as allowing responses to questions, survey of reading habits and retell, to be done in the L1. The EDL is always used with newcomers who speak Spanish. A sample spreadsheet showing the fifth grade data collection is attached.

Fountas and Pinnell is used K-2 with the ELL students to measure growth in phonemic awareness and decoding skills in English, and for Spanish speakers, phonemic awareness and decoding abilities are assessed using Estrellita.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students starting Kindergarten score mostly at the Beginner and somewhat in the intermediate levels in English, with a few in the Advanced categories. Those in grade 1, have entered the Intermediate category, so that fewer are now Beginners. More of them are at the Intermediate level, and a few are Advanced. In second grade the students are now evenly distributed throughout the categories and there are fewer of them who are still classified as ELL. Historically, by end of grade one or two, students often are reclassified as they pass the NYSESLAT. In grades 3, 4 and 5, more of the students enter the Advanced category, which is also an historic pattern in the school. Also at those grade levels, we have had newcomers enter these grades, tending to populate the Beginner category a bit more than it would be if the school were to simply track those who have been served by the school since K or Grade 1. The proportions of students in the Intermediate and Advanced categories tend to hold steady, with a few students reclassified each year and some whose scores either remain the same or fluctuate between Intermediate and Advanced.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Data not available

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Students in DL are regularly assessed with running records, DRA2. Generally ELL students tend to score 1, and 2 more frequently on the state exams in English, with a score of 1 in the vast majority of cases. Native language test scores are also often scores of 1. The current and past Grades 3, 4 and 5 students who take the test in the native language are ESL students who are new to English and to the country, or arrived the year or two before. Usually when assessed on arrival in literacy and content areas, we have found that these students have had inadequate education to perform well in their grade levels. Most students arriving from outside the country, speaking Spanish, read in Spanish at a first or second grade level, in grades beyond that level. If they arrive in first or second grade, some may have never attended school, or function at a Kindergarten level of literacy. These students tend to do poorly on New York State Math or Science tests, either due to deficiencies in skills and background in literacy or in content areas, or both, regardless of the language in which they take the test. Occasionally, usually with the few students who arrive with better educational preparation, they appear to perform better than the school personnel's estimates of their performance on an English language test, using a translated exam. However, very few students fall into this category.

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](#).)
Students are identified for RTI services using multiple forms of classroom data, and in consultation with a committee of specialists who can hear cases for RTI and make recommendations based on this data. Once students have been identified for RTI, the teacher must create a plan which responds to the needs indicated by the data and create a system to track the domains in which the teacher will try to make impact to improve the situation in which the student needs help, according to that data. Data collection is done in cycles, (i.e. 4-6 weeks in duration) and assessments at the end of the fixed period inform the teacher about whether or not to continue an intervention or to move on to a next step.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers of ELL students are required to collect data specific to L, S, R and W to inform his or her practice in teaching the second language. Systems are also in place to include school-wide, a second language specialist to inform instructional decisions affecting multiple grades.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

a. Our students are assessed with the DRA-2 in Spanish and lessons are differentiated according to their level and following the 50/50 model.

b.) A level of L2 proficiency in Spanish for EPs is not possible at this time, until an instrument which measures Spanish L2 proficiency is identified. The school is conducting a search for such a tool. For now, teachers use DRA and results of La Estrellita to track classroom level progress for these students in literacy and phonemic awareness. These assessment tools do not identify a proficiency level, and are designed for speakers of Spanish as a primary language, therefore the implementation requires modification and results must be analyzed with second language student performance in mind.

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

Multiple measures of student progress in literacy and content areas are used to evaluate the programs. These include formative literacy measures, summative end of unit content area assessments, state exams and the NYSESLAT. Other measures may also be used. Taken together they form a profile of how successful the programs are.

Part IV: ELL Identification Process

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

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

The Home Language Identification Survey is administered by the ESL Specialist/ELL Program Coordinator when parents first enroll their child in a school. The school administers the Home Language Identification Survey (HLIS) to determine the child's home language, as part of general intake procedures. The home language is determined based on the results of the Home Language Identification Survey (HLIS), which includes an interview with the parent and child. A licensed pedagogue (Ms. J. Luther, ELLs coordinator) completes the HLIS form with the parent and ensures entry of this information in the designated ATS screen (Ms. Brown, Pupil Personnel Secretary). Completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record.

A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can ask and have their questions answered in their preferred language, during the HLIS procedure or at any time they interact with school personnel. If the HLIS indicates that a language other than English is spoken in a child's home, the child is administered the LAB-R to determine the English proficiency level.

Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. For cut scores and eligibility (including designations of beginner, intermediate, and advanced), see the DOE's LAB-R Assessment Administration Memo. All new entrants to a NYC public school who have a home language of Spanish and score below proficiency on the LAB-R must also be administered the Spanish LAB once at the time of initial enrollment during the same testing period to determine language dominance for instructional planning in providing bilingual and ESL services. Note: Spanish LAB scores are NOT used to determine program entitlement.

Both exams are administered by a trained pedagogue (Ms. Luther, ESL Specialist and ELL Program Coord.), within 10 days of the student's enrollment. The pedagogue in charge of the testing keeps a record of the scores, and reports the scores to administrators with a copy to the secretary (Ms. Brown, Pupil Accounting Secretary).

The secretary, (Ms. Brown, Pupil Accounting Secretary), then sends an entitlement or non-entitlement letter to the parents/guardians of each student who was tested, informing the parents or guardians of whether or not the student was deemed eligible for ELL

services, based on LAB-R results, the score on the test, and the temporary class placement. The identified ELL student's parent or guardian also receives an invitation to a program orientation in which he or she may make a program choice for bilingual services.

Once a parent or guardian has made a program choice, then the student is placed in the appropriate class/program as indicated in the parents' choice/parent selection form (English as a Second Language – ESL, Transitional Bilingual Education – TBE, Dual Language Program - DL). During the time prior to the parent/guardian attending the program orientation, the school makes the best choice possible for the student, so that s/he receives services in the interim. After program orientation, Ms Luther informs th Ms Brown of program selections and advises placement for these students in programs/classes based on the parents' choice in accordance with the ASPIRA consent decree. We keep accurate information of parents' choices and all pertinent documentations related to ELLs on file in room 206. Final placement is done by administrators after a review of the available seats.

Once the student has been identified as ELL through the assessment procedure described above, the family informed, the program choice made and student placed.

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.

Parents are the sole determinants of the programs their children receive, initially and in subsequent years. We are required by law to notify parents of their child's eligibility for ELL services and provide information and program choices through parent orientations. We do not refuse admission to our zoned students or students assigned by the DOE's Enrollment Office based on their ELL status or program needs.

When a new ELL enrolls, we inform parents of the three instructional models available in New York City (TBE, DL, Freestanding ESL), regardless of whether the preferred model is currently offered in the school. To inform parents of these options, we provide parents of newly enrolled ELLs with a parent orientation with a trained pedagogue (Ms. Luther) where they view the Parent Orientation video (which explains the three program options and is available in 13 languages). After they view the video, parents/guardians are given a chance to ask questions and discuss their concerns, so that they understand each program, it's implementation and goals, and so that they can make a judgment about ranking their preferences. During the orientation, we also provide information on standards and assessments.

Once parents are informed of all three program options at the parent orientation, we provide parents with a Parent Survey & Program Selection Form, on which parents indicate their program choice. These forms are secured and the choice of the parents is entered as indicated on the Parent Survey & Program Selection Form, in the designated screen in ATS (ELPC) as forms are completed (Ms. Brown, Pupil Personnel Secreatry). (Note: the parent's first choice is entered, regardless of whether that choice is currently offered at the school.)

The Parent Survey & Program Selection Form is a formal record of the parents' preference of ELL program for their child, as well as a record of the date they attended the orientation. It is retained in the student's permanent record and accessible for State or City audits and reviews (copies are kept in a secure place as well in the main office).

Our ELL students are placed in the parents' program of choice within ten days of enrollment. If there are insufficient numbers of students to form a bilingual class which would accommodate a parent's choice, we provide them with the following two options, and maintain a record of their response. The first option is to support the child who remains enrolled at our school in one of the existing programs—if the parent chooses this option, we immediately place the child in that program and begin serving him/her. The second option is that the parent/guardian can opt to transfer their child to a different school where there are sufficient numbers of students to create a program of the parent's choice on the grade level of the child. To do so, we contact the Office of English Language Learners which will coordinate the transfer with the Office of Student Enrollment. While we await the transfer, the child remains temporarily in an ELL program in the school until the transfer is completed.

Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts by our family workers (Ms. Amezquita/Ms. Jimenez) and Ms. Brown,Pupil Personnel Secretary) are tracked and maintained at the school. While waiting for a parent to complete the form, the school provides mandated ESL services based on the student's proficiency level, in the temporary placement established prior to, or at the time of identification as ELL.

Once the child's program has been determined based on the steps outlined above, schools send parents a placement letter indicating the program in which their child has been placed (program placement letter). This last step is essential so that parents/guardians receive a written notice about the program in which their child has been placed. This notice offers contact

information, should they have any further questions.

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 mailed through the US postal service to the address of the parent/guardian. A copy is also sent home with the student. Parent Survey and Program Selection forms are collected from parents/guardians in person, at the time of the orientation, delivered to the main office (206) where they are stored in a designated file.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. All programs are offered to all parents, including DL programs for speakers of home languages other than Spanish. Among families of ELL students, the school has always encountered a small number of families interested in having their children supported to acquire English as a second language, while also acquiring an additional language.

Placement occurs at three specific times: upon enrollment, at identification and at the point of program choice. Below please see specifics:

1) On enrollment: Students who we see are clearly likely to be identified are initially placed in existing programs at the grade level until identification procedures are carried out. This step minimizes disruption and allows support to be initiated at the beginning of the school year.

2) At identification: Students identified who are not already placed in a class where there is an existing ESL or DL program are integrated immediately into the ESL Push-In/Pull-Out program until the parent/guardian comes to the orientation to choose a program.

3) After Program Choice: Students are placed in the choice made by their parent/guardian, immediately following the program orientation. If the student is already in the indicated program, the student does not change programs. In either case, a letter informing the parent of the placement is sent to inform the family of the result of their choice process.

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.

Prior to the arrival of materials, the ELL Coordinator (Ms. Luther) who coordinates the NYSESLAT in collaboration with the School Testing Coordinator (Mr. Eisma, AP), revises a testing plan, which has been used for several years, and works well. Revisions include accounting for systems which are practical for the pertinent school year, identifying personnel who must be involved, creating a roster of all students who must be tested, their locations and programs. Personnel are chosen to proctor and support based on certification, experience and professional attributes. Students are identified to take the NYSESLAT based on their entitlement status.

The speaking tests are the first components to be administered. Preparations are made to distribute the speaking component into groups according to class and/or grade band, depending on the program and distribution of personnel who will proctor.

All involved personnel are provided with training facilitated by Ms. Luther. Training consists of provision of materials (procedural memo, materials for practice delivered to the school, test administration manual), training with practice materials, and explicit procedural directions. Included in procedural directions are instructions for how to assure the students with IEPs receive the mandated modifications, as these apply to the test component. Regulations for what modifications can be provided so as to assure test validity, are reviewed using the documents from New York State, explaining these.

When materials for the operational test arrive, they are secured by Mr. Eisma until the testing window opens. At this time, materials are distributed as was explained to proctors and proctors begin administration. All test materials are secured at the end of each day. Testing continues until all ELL students have been tested, but not beyond the last date for testing in Speaking.

The NYSESLAT plan also includes administration of the components of Listening, Reading and Writing. Since these are group administered, the groups are organized and proctors identified according to numbers of students in the grades. Dates from among those permissible by New York State, are chosen for initial administration and a make-up plan is also created. IEP mandated modifications are also used to create groups. NYS mandates for how to provide these modifications, and which ones can be provided, so that test validity is assured, are also used to make grouping decisions.

Following revision of the plan to administer these components of the operational NYSESLAT, another testing procedure and training meeting is held. Like the meeting for the Speaking component, all proctors involved are mandated to attend, receive materials (memo, training materials, test manual) and are provided with guidance for how to properly administer the test.

The Listening, Reading and Writing components are administered on the appointed dates. Make-up testing usually follows the test date for each component. The family workers (Ms. Jimenez and Ms. Amezquita) and secretary (Ms. Brown) are enlisted to make calls to all parents/guardians of any students absent for the initial administration of any component of the test, and problem solving steps are taken to assure the student attends school to take the test component missed.

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. [i](#)
- The school program choices have increased in the choice area of DL, increasing by 15 percentage points more, over the previous year's choices of this program (2012-13=60%; 2013-14=75%); in TBE there has been a 3-fold increase (2012-13=3%; 2013-14=9%); and in ESL there has been a decrease by more than half (2012-13=36.5%; 2013-14=16%). Our demographics remain essentially the same in terms of the percentage of students who are ELL and although the language distributions vary from year to year, Spanish remains the home language of the overwhelming majority of students. To explain the increase in interest in bilingual approaches, particularly in Dual Language, we have reflected on what we have learned from families who have noted that there is a Dual Language program. As the DL model has grown, families report that they have become more interested in this model, and since this interest continues to increase, as evidenced in program choice, we also continue to offer it at the rate of one new class in one new grade level per year.

A grant is presently being written to create a TBE option for families who may also prefer this option. Some families in the past, whose children have gone into Special Needs classes from the beginning of the year, have also expressed interest in bilingual approaches, however there have not been enough students whose families have requested such options to be able to create a program with existing students. At this time, to respond to this need, a grant is being written to create a TBE Special Needs program.

Families in upper grades, particularly those whose children are newly arrived in the country, are almost consistently requesting the DL program, and occasionally the TBE program, although unfortunately, the school does not at this time have enough families who requested this program on enrollment to create a class, and the typical number of newcomer-new-immigrant students is from 5-8 students total in the three grades (3, 4, 5).

At this time the school is partially aligned with the program choices and as explained, efforts are underway to increase the level of alignment through new bilingual program creation and expansion of the existing bilingual program types.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

1.

a. Three ESL Models are in place. One is a Self-Contained ESL Program. The other is Push-In/Pull Out. The third is a model in which an ESL teacher is also the classroom teacher and provides ESL services to her students in her own classroom. A DL bilingual model is in place for Kindergarten, Grade 1 and Grade 2, including some students with IEPs.

The Self-Contained ESL program consists of two teachers on two grades: Kindergarten, and Third Grade. All other students are served by the Push-In/Pull-Out ESL teachers, one full time (ESL Specialist) and one F-status teacher. The full-time, ESL Specialist provides ESL in Kindergarten, Grades 1, 2, 3, 4 and 5 students, including students with Special Needs. The F-status teacher provides ESL in grades 2-5. Both providers serve recently arrived newcomers in grades 3 and 5.

The Push-In model is used for a majority of ESL students, and for a large share of the time for their services. The full-time ESL Specialist provides ESL in Push-In exclusively, except in cases of individual students who must be picked up from their classes and included in the Push-In groups in other classes. The F-status teacher has a program in which two thirds of her services are Push-in and one third is Pull-Out. See attached teacher schedules.

b. Students are placed heterogeneously in all programs.

In Dual Language, students are placed in a "one-world" program in which the classroom teacher provides instruction in each of the languages. ELL students and EP students range among Beginners-Advanced in English and an attempt to group EP/SSL students similarly is made. Given the effort to accept all those EP students whose families are interested in DL, to balance the languages, and sustain the program, as well as the fact that there is no assessment instrument as yet to support clearly identifying levels among SSL students, this aspect is not as well defined for DL.

In Self-Contained ESL, Kindergarten ELL students vary from non-speakers of English, to students just a point below the cut score on the LAB-R. The teacher differentiates instruction to provide for ESL according to the students' assessment data. In Self-Contained Third Grade ESL, the students' assessments also vary, from Newcomer to Newly Proficient and non-ELL. The majority of the children are ELL students. The teacher differentiates the ESL instruction to meet their needs and provides for non-ELL student instruction through differentiation as well.

In Push-In/Pull-Out or combination models, all the students, in the same grade, except in the case of one Newcomer group, which consists of 5 Grade 3 students, belong to heterogeneous groups. In most classes or groups K-1, most students are Beginners, in grade 2 they are more evenly distributed among the proficiency levels, in grades 3-5, few are Beginners or Intermediates, with the vast majority in the Advanced ELL category.

In Grade 4, there are over 50% of all Grade 4 students who are Advanced, but they participate in different program models, making the combinations not always equally reflective of this percentage in each group. Also students with Special Needs are served together, which often means their groups may contain more Beginners or Intermediates. Groups which most reflect the higher number of Advanced level students are Push-In/Pull-Out program students in Grade 5 groups.

In any group or classroom, ESL instruction is differentiated by the ESL service provider, and there is also content area differentiation done by the classroom teacher. Differentiation is decided according to ESL needs for students at Beginning, Intermediate and Advanced levels of English proficiency, and other information such as their literacy and special needs data.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2.

a) Teachers in all models are required to publish their schedules, and to adhere to supervisor mandates for programming. Within the program they are mandated to provide, they must demonstrate to supervisors how they account for the minutes required for ESL and ELA, as well as NLA, and to show evidence of the use of differentiation techniques to provide for the ESL needs (and ELA needs, in the case of Self-Contained classes) of the students for whom they are responsible. They must explain how they use the home language to support learning, and when this occurs. For students who are in ESL, and the use of the Native Language is provided up to 25% of the time, depending upon student needs, teacher ability and materials.

| | Beginner | Intermediate | Advanced |
|------------------------------|----------------------|----------------------|-------------------------------------|
| ESL instruction for all ELLs | 360 minutes per week | 360 minutes per week | 180 minutes of instruction per week |
| ELA instruction for all ELLs | | | 180 minutes of instruction per week |

In the Dual Language model, the teachers are proficient in both Spanish and English. Both ESL providers who are out-of-classroom providers (the full-time ESL Specialist and the F-status part time provider), and the Self-Contained, Grade 3 ESL teacher, are also proficient in Spanish and English. The ESL providers are bilingually certified. The full time ESL provider is certified in ESOL K-12 in addition to being bilingually certified. All three provide some form of support in the Spanish language, ranging from facilitation to students to use the home language for learning, to instruction in literacy and content areas, across programs, as per the language allocation for the particular program.

In K-2, Dual language, the classroom teacher provides 50% of the instruction in Spanish, and 50% of the instruction in English, in whole group formats, while teaching reading in the children's stronger language in small group instruction to establish initial literacy, so that the differentiation provides students with the best conditions to learn to read.

There is no formal time for native language use in ESL classes. Some also contain students representing multiple languages. The ESL staff is encouraged to nevertheless provide support in Spanish, orally and/or, in print (making students aware of cognates, similarities between languages). However, as is indicated by student data showing needs, which includes informal and formal assessment data, the teacher may use the native language for such purposes as oral language support for literacy or content areas, for comprehension of tasks or of literature, social and other communicative purposes, for cultural affirmation and for other reasons. Students who have acquired literacy in another language who are newly arrived may read and write in their native languages as long as materials can be made available.

There is one group presently receiving NLA even though their program is officially ESL Self-Contained. This is a service provided by the F-Status teacher to the recently arrived immigrants in the class. All of these students' families chose DL or TBE and rejected transfer, and because it has been determined that they need literacy support to raise their literacy abilities in the home language, they are being provided with a supplementary set of 3 periods a week in home language instruction.

For application of supplementary supports to ELLs for linguistically and culturally inclusive practices, to enrich ELLs' linguistic repertoire, school policy encourages a number of possible practices. For example, teachers may lead classes in singing songs, recitation of poems or of chants in languages other than English as represented by the children. Students in activities in which they must converse, may also use their home languages as needed or when indicated, to accomplish academic work. Teachers who use multiple languages in environmental signs in their rooms, may do so for communication in some cases, and in others, for cultural and linguistic affirmation. Students may learn to greet each other in their respective languages and to say things they think are important in the languages spoken by classmates.

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

3.

Content areas at PS 54 consist of Literacy (ReadyGen), Math (Go MATH), Social Studies, Science, Art, Dance and Physical Education. For all program models, Common core-aligned literacy, Math and Social Studies classes are all provided by Dual Language, Self-Contained ESL, General Education and Special Needs classroom teachers. Common core aligned Science is provided by both classroom teachers and by two science cluster teachers. Art is provided by a cluster teacher and many classroom teachers incorporate art into their daily activities. Physical Education is provided by a cluster teacher, as is Dance.

To support students in meeting the Common Core State Standards (CCSS), the Push-In/Pull-Out ESL teacher may provide content

area instruction in the case that this instruction may be occurring when the Push-In/Pull-Out teacher is scheduled to go to that class. The Push-In/Pull-Out teachers employ a Content Based ESL Approach to teaching ESL, using various methods for comprehensible input and techniques to support output, in Common Core State Standards-aligned units of study.

Newcomers in Grade 3 and 5 receive CCSS-aligned Math materials in Spanish, although all ELL students receive Math instruction in English, with small group support for application in Spanish, with or facilitated by the classroom teachers.

Bilingual classroom teachers teach content areas differently in terms of language allocation, depending on the model. In Dual Language, the students learn in CCSS-aligned units for all K classes, with lessons developing concepts and proceeding through the units without repetition or translation of content. At present, CCSS-aligned units are provided in English and Spanish. According to the unit of study, concepts and skills are built sequentially using the language of instruction as a vehicle to progress through the unit. Among second language approaches or methods teachers may use in any program are the Content Based Method, the Natural Language Approach, Total Physical Response, Language Experience Approach, and the Direct Method. Teaching methods may include Cooperative learning, project based ESL, thematic units, narrow reading. Some techniques which are encouraged are the use of modeled oral language, gap and barrier activities and student dialogue and academic conversational routines, and other speaking and listening routines, common in general education, such as turn-and-talk, but with explicit teacher support to help students speak and focus for listening and speaking.

Language and Content objectives are used in planning lessons, including ESL and SSL lessons. Language acquisition and learning strategies are used by all teachers of ELLs to facilitate learning, in all grades. As students reach grades 3-5, and are more metalinguistic and metacognitive they are supported to learn about strategies they may make choices to use of to acquire language or learn in the second language.

The use of multiple modalities for teaching language and content is encouraged and modeled to improve teaching through learning styles, particularly for, but not limited to, students who are ELLs with Special Needs. ESL teachers scaffold lessons orally and in written form to assist students at different L2 stages and levels. Classroom libraires are equipt with appropriate ESL literature and students who speak Spanish and also have the ability to read and write in Spanish can borrow books from the Spanish language libraries. Students in upper grades who arrive in the school with literacy in Spanish are supported to use L1 for writing, as a bridge for learning writing process as they acquire writing abilities in English. These choices depend on many factors, including student needs data showing where each student's greatest needs may be.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs are evaluated at the classroom level, and in Push-In/Pull-Out groups, where applicable, 3 times a year in EDL and La Estrellita, providing a measure of reading abilities. Writing samples are collected and assessed as the teacher decides, several times a year, to use this data to inform instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
DRA is used for reading assessment, Writing samples are collected to be assessed with a second language rubric, and an analytic rubric for speaking and listening is used for assessing oral language.
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).

SIFE students are being provided with, in addition to their regular ESL program, an after-school program, designed for SIFE, and support in literacy, through Shared Reading, in the home language (Spanish), for three periods of the regular school day, per week and support using La Estrellita in Extended Day program.

At P.S. 54 we implement the following guidelines to address the language needs of our ELLs in all content areas:

| | Beginner | Intermediate | Advanced |
|------------------------------|----------------------|----------------------|-------------------------------------|
| ESL instruction for all ELLs | 360 minutes per week | 360 minutes per week | 180 minutes of instruction per week |
| ELA instruction for all ELLs | | | 180 minutes of instruction per week |

We use the above schedules because they support language development by giving students many opportunities throughout the day to participate in the content areas and outside of the content areas.

Our ELL students also participate in our 30 minutes of daily intervention support by the classroom and a push in teacher. During this time, these students are highly engaged in independent reading, conferencing one-on-one with the teacher and participating in targeted-small group instruction. We also provide students in grades 3-5 with an extended day intervention period of 50 minutes twice a week. During this period our ELLs get support from ESL experts who target listening, speaking, reading and writing.

Listening: it is planned throughout the content areas (S.S., Science, Math, Arts, NL, ESL) and follows the NYS common core standards, the NYS ESL learning standards and the NYS NL arts learning standards.

At P.S. 54 we will be using programs that serve as resources to enhance our students' English language development and listening comprehension such as the Award Reading program. This is a program that targets the five major domains of reading through the use of technology and print which accelerate reading ability. One of the main components of this program involves listening comprehension and developing good listening skills.

Teachers of ELLs also do read aloud to further enhance their students' listening skills by listening to them explain, make connections and discuss their thinking and ideas. During the read aloud teachers assess comprehension by asking higher order and critical thinking questions about the reading and by asking students to summarize their understanding of the story/passage they had just listened to in their own words.

Speaking: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

During content area instruction, in both the ESL and the Dual Language Programs, teachers plan strategically and use different techniques that include involving students in discussions, interactive talk/team talk/group talk (ReadyGen), thinking-pairing-sharing (TPS) to engage all students in accountable talk, where all students are involved in class discussion and in discussions with their classmates. During the students' independent reading time, teachers confer with students and give them opportunities to communicate their understanding verbally. This discussion between the teacher and the student allows the student to practice speaking for understanding.

Through shared reading students have the opportunity to verbally share their opinions in the language of instruction, ideas and interpretations of the reading. Through shared reading the teachers also model fluency, vocabulary development, expressive speaking, and engage the students in discussions that are cooperative and strategic with a focus on the oral/spoken language.

Reading: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

Libraries in English and in the native language are a main component in the Dual Language classes and are differentiated according to levels, genre, interest and are coded to make sure that all students have access to books that they will feel comfortable reading and at the same time challenging and interesting.

Through guided reading children are grouped based on assessments of their reading needs and the guided lessons are focused and include the strategies to be practiced based on the needs of the students. Through shared reading the teacher also models vocabulary development and engages his/her students in discussions that target reading comprehension.

Interactive read aloud allows students and teachers to be engaged in making connections and enhancing reading comprehension through meaningful discussions of the reading and the focus and purpose for the reading.

The texts used in our ESL and DL programs are thought-provoking. These texts connect to the world and experiences of young children and to the content of the curriculum. They guide children along a leveled continuum of reading success and ensure that they develop the necessary grade-level fluency, comprehension, and technology skills.

Skills—There is comprehensive skills development, practice, and application in each teaching plan. Children develop reading skills in the five key areas recognized for success in learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

ESTRELLITA:

We use ESTRELLITA in grades K-2 in DL classes with students who are not reading in their native language (Spanish) and those who are learning a second language (Spanish in our DL classes).

Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. Estrellita is especially effective for small group instruction which will help to get students back on track in Spanish literacy and their transition to English. Estrellita utilizes a proven, systematic, accelerated approach to teaching syllables and meets the needs of ELLs no matter the performance level. It also jumpstart into reading for recent arrivals with no formal schooling.

- Accelerated, beginning Spanish Reading
- Supplemental to our core bilingual education program
- Multisensory instruction in phonemic awareness, phonics, and fluency
- Sequential, cumulative, structured, systematic, and differentiated direct instruction
- Continuous diagnostic assessment that informs instruction

Writing: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

Teachers of ELLs do the following to differentiate our students' writing needs and to enhance their writing skills:

Modeled writing occurs in all content areas and in various genres to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing process. The teacher also models how to write in the different content areas within the writing workshop.

Shared writing is also based on assessments and students' needs where the teacher and the students discuss, give opinions, and construct the text together. During the shared reading discussion is encouraged and practiced between the students with other students and the teacher as the text is being written and as the teacher is explaining the process of writing. Shared writing allows students to practice their new writing skills during their independent writing.

Guided writing is based on the students' needs. Here the students are grouped according to their writing needs in small groups where the teacher explains the purpose for the writing and models what s/he wants his/her students to learn. Students are given the opportunity to discuss and practice the new learning. Students are also given the opportunity to articulate their learning as the lesson is being explained.

Math is taught in both the NL and the second language as per the proficiency of our students. Students also receive support through ESL strategies/methodologies:

Our school is following NYS mathematics standards and Common Core Learning Standards to drive instruction (ReadyGen and Go Math).

Social Studies: We follow the NYS Common Core Standards for social studies and differentiate instruction based on language needs. We also follow the NYS NL arts standards, and NYS ESL learning standards to support our ELLs. We also use the NYC K-8 Social Studies Scope and Sequence.

Science: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

We also use the K-8 science scope and sequence and use NL as well as ESL methodologies to support our ELLs.

LEP students held over in grade:

To ensure that our ELLs are assessed and evaluated accordingly and in their native language we use formative and summative assessments such as Teacher-made assessments as per standards and content area, ELE, LAB-R, SP-Lab, , translators are used during assessment for students who speak other languages than English and Spanish.

Students who have been held over in a grade receive AS (Academic Support) from specialized personnel who differentiate instruction that targets the students' specific needs as per formative, summative, periodic and standardized assessments.

Also, students in grades K-5 who are repeating a grade participate in our intervention period where they are grouped and taught according to their needs. This intervention period is 30 minutes long and is provided 5 days a week. During this intervention period students receive one-to-one guided instruction through individual conference and small-targeted group instruction. These students also receive support from our Academic Support Team, Academic Intervention Team, Instructional

Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors. They also receive "at risk" intervention from our Special Education Teacher

Support Services (SETSS) and other special education licensed teachers who provide academic support as needed. In addition to this help, these students receive native language support as needed and ESL instruction as per their mandated time throughout the day.

ELL students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education

These students receive support from our Academic Support Team, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors.

LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation:

Prior to making a referral, students are identified by their teachers and recommended to our IST (Instructional Support Team) and the SIT (Student Intervention Team) who provide interventions and make recommendations as they meet with the parents, the teachers and other intervention and related services personnel.

ELL students with interrupted, little or no formal schooling in their first language.

At P. S. 54 we are differentiating instruction for English Language Learners and SIFE. These programs are Intervention by Design By Rigby. Another program that we use is Estrellita which emphasis is on phonemic awareness in Spanish - it is multisensory instruction in phonemic awareness, phonics, and fluency. It is sequential, cumulative, structured, systematic, and differentiated direct instruction. It is a continuous diagnostic assessment that informs instruction To enhance the language acquisition for all ELLs and to enhance understanding and comprehension. SIFE students receive daily specific and differentiate guided and one-on-one instruction for 30 minutes during our intervention period. During this 30 minutes students are either involved in independent reading using the 100 Book Challenge in their native or second language, are involved in individual conferences with the teacher or are working in very small (no more than 3 students) strategy groups with the teacher. SIFE students also receive daily academic support from our bilingual technology teacher and from our literacy teacher.

During the readers and the writers' workshop (90 minutes) these students also receive guided instruction following the workshop model. During this time students are involved in highly organized activities that target the standards for ELA and ESL.

The lessons for these students are differentiated according to their very specific learning needs throughout the day and in all content areas (math, science, social studies, etc.).

Long Term ELLs

Students with interrupted formal education and who have been identified as long-term ELLs are provided with extra programs such as after school programs, intervention and differentiated instruction, differentiated language learning instruction and extra small group and individual/academic support. The programs for these students are tailored to their specific language learning needs and life needs. These programs are designed to strengthen their listening, speaking, writing and reading skills. These programs are taught by licensed bilingual and ESL teachers.

Plan for Alternative Placement in Special Education

- Give students enough time and effective support to develop socially and linguistically.
- Carefully analyze students' profile and evaluation (if necessary) to determine that lack of proper progress is the result of any disability and not lack of language development
- Have meeting (school team) to determine the student's level of proficiency (bilingual teacher, ESL teacher, Sp. Ed. Teacher, parent coordinator, School Support Team)
- Notify parents and show them a concrete work plan for the student to receive the best support in the Sp. Ed. Class (with ESL or Bilingual services)
- Follow IEP recommendations as needed

Transition Plan for Students Reaching Proficiency

- Notify the parent of the success and give supporting documents.
- Notify the classroom teacher and give supporting documents.
- Give extra support (two years) through ESL services to ensure that the transitional period is a smooth and encouraging one.
- Ensure a socially comfortable environment for them (especially those who move from bilingual classes into monolingual ones)
- Provide with accommodations/support after acquiring proficiency level on the NYSESLAT: Accommodations will be provided as mandated for the first two years after proficiency has been acquired (i.e. extended time as per regulation).

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 include more frequent and flexible use of TPR, role play, visual and graphic materials, usually to address a need for support in literacy development. In many cases attention to oracy is needed as well. Depending on the student, oracy may be given more attention using speech models to assist in comprehending how to say something, and restatement, to clarify utterances students produced. Support for student repetition of modeled utterances and attention to speech needs (pronunciation, identifying needed sounds for writing, addressing confusions between letters and sounds, etc), mostly through scaffolding, modeling and focused listening routines.

Grade level materials for ELL-SWDs: Students are supplied with materials and grade level books in all of the content areas (e.g. S.S., Science, Math, Literature, etc.). We are also placing a lot of emphasis on academic language development and planning for instruction.

All of our instruction in all content areas are highly conceptual, linguistically appropriate, and intellectually and analytically demanding. We strive to develop cognition, higher order thinking skills and use the depth of knowledge to plan questions and to develop academic language. Our instruction is highly contextualized and our activities and differentiated approach to support all ELLs regardless of their academic level and language acquisition, are carefully planned, evaluated and analyzed to enhance and enrich our students' comprehension and understanding of content.

We teach all content areas with cognitive academic language in mind because we understand that this is the language that students need in order to participate in classroom discourse and to be able to read and comprehend grade level texts, write academic essays and understand math language.

ELLs who score proficient in the NYSESLAT will continue to receive academic support from our certified teachers of ELLs.

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?

English Language Learners who are receiving special education services and who are in either bilingual, ESL or dual language programs are grouped and taught in all content areas according to guidelines, learning needs, and NYSESLAT/LAB-R scores, IEPs. At P.S. 54 our ELLs with disabilities are provided with ESL services or DL and if the parents prefer a dual language program. Students who are receiving ESL instruction are grouped for instruction according to their scores on the NYSESLAT in the four different components and receive instruction in English in the content areas using ESL methodologies for the specific amount of time as determined by their NYSESLAT scores. In all of programs students are taught standards-based subject matter instruction in the students' native language with support with ESL methodology and as per the mandated time. There are two highly experienced ESL teachers providing push in ESL as per mandated guidelines. During this time, the ESL teacher works with the ELL students in content instruction in collaboration with the regular/special education classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time.

At P.S. 54 we implement the following guidelines to address the language needs of our ELLs in all content areas:

| | Beginner | Intermediate | Advanced |
|------------------------------|----------------------|----------------------|-------------------------------------|
| ESL instruction for all ELLs | 360 minutes per week | 360 minutes per week | 180 minutes of instruction per week |
| ELA instruction for all ELLs | | | 180 minutes of instruction per week |

ELLs with IEPs also participate in our 30 minutes of daily intervention support by the classroom and a push in teacher. During this time, these students are highly engaged in independent reading, conferencing one-on-one with the teacher and participating in targeted-small group instruction. These students also receive instruction as per their language and academic needs during our extended time (50 minutes twice a week).

Listening: it is planned throughout the content areas (S.S., Science, Math, Arts, NL, ESL) and follows the NYS common core standards, the NYS ESL learning standards and the NYS NL arts learning standards.

Teachers of ELLs also do read aloud to further enhance their students' listening skills by listening to them explain, make connections and discuss their thinking and ideas. During the read aloud teachers assess comprehension by asking higher order and critical thinking questions about the reading and by asking students to summarize their understanding of the story/passage they had just listened to in their own words.

Speaking: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

During content area instruction, teachers plan strategically and use different techniques that include involving students in discussion, interactive talk, thinking-pairing-sharing (TPS) to engage all students in accountable talk, where all students are

involved in class discussion and in discussions with their classmates. During the students' independent reading time, teachers confer with students and give them opportunities to communicate their understanding verbally. This discussion between the teacher and the student allows the student to practice speaking for understanding.

Through shared reading students have the opportunity to verbally share their opinions in the language of instruction, ideas and interpretations of the reading. Through shared reading the teachers also model fluency, vocabulary development, expressive speaking, and engage the students in discussions that are cooperative and strategic with a focus on the oral/spoken language.

Reading: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

Libraries in multiple languages are a main component in the DL/ESL classes and are differentiated according to levels, genre, interest and are coded to make sure that all students have access to books that they will feel comfortable reading and at the same time challenging and interesting.

Interactive read aloud allows students and teachers to be engaged in making connections and enhancing reading comprehension through meaningful discussions of the reading and the focus and purpose for the reading.

ESTRELLITA:

We use ESTRELLITA in grades K-2 in bilingual classes with students who are not reading in their native language (Spanish). Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. Estrellita is especially effective for small group instruction which will help to get students back on track in Spanish literacy and their transition to English. Estrellita utilizes a proven, systematic, accelerated approach to teaching syllables and meets the needs of ELLs no matter the performance level. It also jumpstart into reading for recent arrivals with no formal schooling.

- Accelerated, beginning Spanish Reading
- Supplemental to our core bilingual education program
- Multisensory instruction in phonemic awareness, phonics, and fluency
- Sequential, cumulative, structured, systematic, and differentiated direct instruction
- Continuous diagnostic assessment that informs instruction

Writing: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

We paced and our ReadyGen program to differentiate instruction in writing and reading and the NYSESLAT and Beyond to enhance our students writing skills in the different genres. We are also using Thinking Maps* to enhance our ELLs comprehension and critical thinking abilities which then can be transferred to their writing.

Teachers of ELLs do the following to differentiate our students' writing needs and to enhance their writing skills:

Modeled writing occurs in all content areas and in various genres to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing process. The teacher also models how to write in the different content areas within the writing workshop.

Shared writing is also based on assessments and students' needs where the teacher and the students discuss, give opinions, and construct the text together. During the shared reading discussion is encouraged and practiced between the students with other students and the teacher as the text is being written and as the teacher is explaining the process of writing. Shared writing allows students to practice their new writing skills during their independent writing.

Guided writing is based on the students' needs. Here the students are grouped according to their writing needs in small groups where the teacher explains the purpose for the writing and models what s/he wants his/her students to learn. Students are given the opportunity to discuss and practice the new learning. Students are also given the opportunity to articulate their learning as the lesson is being explained.

Math is taught in both the NL and the second language as per the proficiency of our students. Students also receive support through ESL strategies/methodologies:

Our school is following NYS mathematics standards and Common Core Learning Standards to drive instruction. We are using the following materials to support standard based instruction: Everyday Math which is a scaffolded program based on the standards. In addition we use Math Steps for additional support and student practice, TERC mathematics lessons and New York State Coach and Acuity for test sophistication.

Teachers are planning their math lessons based upon data from diagnostic assessments that address the standards.

Social Studies: We follow the NYS Common Core Standards for social studies and differentiate instruction based on language needs. We also follow the NYS NL arts standards, and NYS ESL learning standards to support our ELLs. We also use the NYC K-8 Social Studies Scope and Sequence.

Science: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

We also use the K-8 science scope and sequence and use NL as well as ESL methodologies to support our ELLs.

LEP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education

These students receive support from our Academic Support Team, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors.

ELL students who have been referred to the Committee on Special Education for a multidisciplinary evaluation:

Prior to making a referral, students are identified by their teachers and recommended to our IST (Instructional Support Team) and the SIT (Student Intervention Team) who provide interventions and make recommendations as they meet with the parents, the teachers and other intervention and related services personnel.

During the literacy period these students also receive guided instruction following the workshop model. During this time students are involved in highly organized activities that target the standards for ELA and ESL.

The lessons for these students are differentiated according to their very specific learning needs throughout the day and in all content areas (math, science, social studies, etc.).

Plan for Alternative Placement in Special Education

- Give students enough time and effective support to develop socially and linguistically.
- Carefully analyze students' profile and evaluation (if necessary) to determine that lack of proper progress is the result of any disability and not lack of language development
- Have meeting (school team) to determine the student's level of proficiency (bilingual teacher, ESL teacher, Sp. Ed. Teacher, parent coordinator, School Support Team)
- Notify parents and show them a concrete work plan for the student to receive the best support in the Sp. Ed. Class (with ESL or Bilingual services)
- Follow IEP recommendations as needed

Transition Plan for Students Reaching Proficiency

- Notify the parent of the success and give supporting documents.
- Notify the classroom teacher and give supporting documents.
- Give extra support (two years) through ESL services to ensure that the transitional period is a smooth and encouraging one.
- Ensure a socially comfortable environment for them (especially those who move from bilingual classes into monolingual ones)
- Provide with accommodations/support after acquiring proficiency level on the NYSESLAT

Grade level materials for ELL-SWDs: Students are supplied with materials and grade level books in all of the content areas in both English and Spanish and materials translated in other languages as necessary (e.g. S.S., Science, Math, Literature, etc.).

We are also placing a lot of emphasis on academic language development and planning for instruction. All of our instruction in all content areas is highly conceptual, linguistically appropriate, and intellectually and analytically demanding. We strive to develop cognition, higher order thinking skills and use the depth of knowledge to plan questions and to develop academic language. Our instruction is highly contextualized and our activities and differentiated approach to support all ELLs regardless of their academic level and language acquisition are carefully planned, evaluated and analyzed to enhance and enrich our students' comprehension and understanding of content.

We teach all content areas with cognitive academic language in mind because we understand that this is the language that students need in order to participate in classroom discourse and to be able to read and comprehend grade level texts, write academic essays and understand math language.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

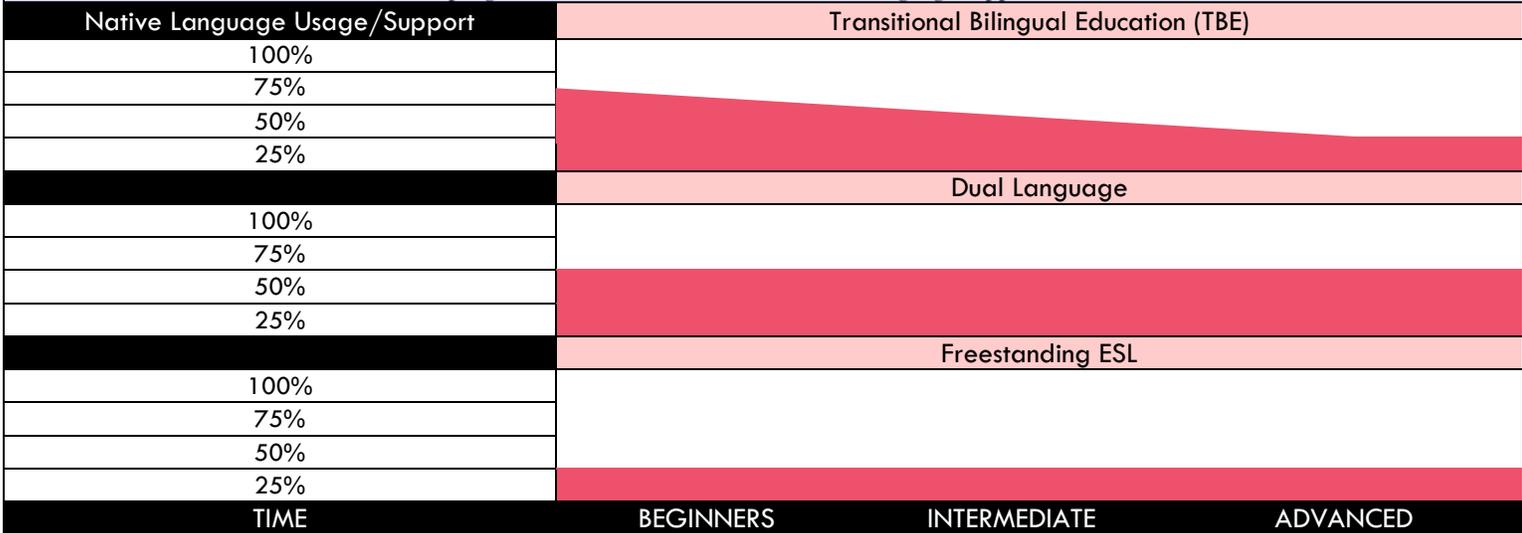
| | Beginning | Intermediate | Advanced |
|-------------------------------------------------------------------|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Our targeted subgroups are SWDs-ELLs, SIFE, HO, long-term ELLs, "at-risk."

Students who have been held over in a grade receive AS (Academic Support) from specialized personnel who differentiate instruction that targets the students' specific needs as per formative, summative, periodic and standardized assessments. These students also participate in our intervention period where they are grouped and taught according to their needs. This intervention period is 30 minutes long and it's provided 5 days a week. During this intervention period students receive one-to-one guided instruction through individual conferences and small-targeted group instruction.

They also receive "at risk" intervention from our Special Education Teacher Support Services (SETSS) and other special education licensed teachers who provide academic support as needed. In addition to this help, these students receive native language support as needed and ESL instruction as per their mandated time throughout the day.

ELL students with interrupted, little or no formal schooling in their first language.

The lessons for these students are differentiated according to their very specific learning needs throughout the day and in all content areas (math, science, social studies, etc.).

Long Term ELLs

Students with interrupted formal education and who have been identified as long-term ELLs are provided with extra programs such as after school programs, intervention and differentiated instruction, differentiated language learning instruction and extra small group and individual/academic support. The programs for these students are tailored to their specific language learning needs and life needs. These programs are designed to strengthen their listening, speaking, writing and reading skills. These programs are taught by licensed bilingual and ESL teachers. .

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

In order for English Language Learners attending P.S. 54 to meet the high standards set for all students and to equally participate in literacy, mathematics and other content areas, we provide each of our ELLs with coherent programs that are delivered throughout the day. Our instruction is rigorous and it targets academic language, cognitive development and academic and life skills. With this in mind, we provide our ELLs with - Push-in Model/Freestanding ESL and DL.

Our Push-in/Freestanding ESL Program:

Our Push-in/Freestanding ESL Programs provide instruction in English with native language support with an emphasis in English language acquisition. The ESL teachers work with ELLs during content area instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The teachers in this program use ESL methodologies and native language support as per the student's New York State English as a Second Language Achievement Test (NYSESLAT) scores. The English as a Second Language push-in/freestanding program staff consists of two fully-licensed ESL teachers (Ms. Luther and Ms. Revilla) who service students from grades K-5. Students in the push-in/freestanding ESL receive instruction depending on their proficiency level. As per their NYSESLAT score, students in the Beginning (B) and Intermediate (I) levels receive 360 minutes of ESL instruction per week. Students who are in the Advanced (A) level receive 180 minutes of ESL instruction per week. The needs of our students are determined by their performance on the NYSESLAT and for the newly enrolled students by the Home Language Interview Survey (HLIS) and the Language Assessment Battery-Revised (LAB-R).

Description of our Push-in ESL program:

Push-in ESL- Three Models

You might see the ESL teacher and the classroom teacher involved in any one of these models:

1. Team-Teaching

In the team-teach model, the ESL teacher and the classroom teacher take turns delivering lessons with the ESL teacher focusing on providing scaffolding and addressing more basic skills. The ESL teacher also provides ideas and materials for differentiating and scaffolding classroom teacher written lessons. In this model, the ESL teacher makes the content area material accessible to all learners. This is an extremely effective push-in model.

2. Small-Group Instruction

Within this model, the ESL teacher pulls a small group during the independent work time to reinforce or re-teach a skill. This is also a time to teach more basic language skills or grammar points. The best Big Goal for this model is objective mastery and reading level. The small group lesson aligns to the classroom teacher's lesson if possible, but can also be aligned to a year-long plan that the ESL teacher may create based on ESL and ELA objectives and standards.

3. One-on-One Instruction

Another way that the ESL teacher services his/her students is by sitting with the students one-on-one to assess reading and writing skills during independent reading time or independent work time. The skills the ESL teacher addresses during the one-on-one sessions are aligned to the classroom teacher's curriculum based on ESL and ELA objectives and standards.

Pull-Out/Freestanding ESL

We use the ESL Pull-out program to serve students according to their level on the NYSESLAT, its four components and grade level. The pull-out/freestanding model allows ESL students to sit most of the day in general education classrooms and participate in differentiated instruction as per their needs.

ESL students are taken out of their classes as per their mandated time as determined by their scores on the four components of the NYSESLAT (90 minutes, 180 minutes, 360 minutes) to receive ESL instruction in smaller class sizes with students of similar proficiency levels. The ESL teacher aligns his or her teaching to the ELA/ESL standards so the students are receiving scaffold instruction that will enable them to perform successfully in the general education classroom. ESL teachers also incorporate intensive vocabulary and grammar instruction to enable them access to academic content.

The ESL teacher works closely with classroom teachers to ensure that the students are being taught according to the common core standards and that important content is not missed.

Dual Language Program

The dual language program is a 50/50 model.

At P.S. 54 we are using Two-way (bilingual) immersion program TWI). In this program we have a balance of native English speakers and native speakers of the partner language (Spanish).

Class Configuration Components of our Dual Language Program in grades K-2:

- Balanced Population - 1/2 "native" English speakers & 1/2 "native" Spanish speakers.
- We follow a 50/50 program where we teach 50% of the day in English and 50% of the day in the partner language at all grade levels.
- Balanced Instruction - Language, Literacy, and content area instruction is provided in both languages to all students.

What happens in a Dual Language Program?

Dual language programs vary in the kinds of instruction they provide, but generally implement many of the following features:

- language arts instruction in both program languages
- instruction on literacy skills like phonics and fluency along with opportunities to read literature in both languages
- ability grouping for targeted purposes, with frequent reassessment based on strengths and weaknesses on different skills
- separation of languages, where the teacher will only speak one language at a time without translating, while allowing students to use native language resources such as peers and bilingual dictionaries
- ample time for student interaction (such as through the use of cooperative learning), allowing students to practice their new language skills with their peers

Dual language teachers also incorporate practices that should be in place in any classroom that includes linguistically diverse students:

- Teaching content so that it interests and challenges bilingual students
- Communicating high expectations, respect, and interest in each of their students
- Understanding the roles of language, race, culture, and gender in schooling
- Engaging parents and community in the education of their children
- Becoming knowledgeable about and developing strategies to educate bilingual students and to communicate with their families

Lesson planning, dual language teachers should focus on creating lessons that:

- are learner centered
- have meaning and purpose for students and connection to their present lives
- engage groups of students in social interaction
- develop both oral and written language

The Benefits

- Educational: Students are capable of achieving high levels of proficiency in a second language without detrimental effects to their primary language development.
- Cognitive: Bilingual students perform better on tasks that call for divergent thinking, pattern recognition, and problem solving. Bilingual students also have advanced levels of linguistic awareness. They use strategies to figure out the relationships between what is happening and what is being said. Since most social interactions are by choice, the motivation to understand is so strong it encourages student learning.
- Socio-Cultural: By interacting with peers who are fluent in the target language, students are exposed to appropriate social conventions of language. Proficiency in two languages also permits individuals to expand their world.
- Economic: Bilingual students have enhanced employment opportunities.

The needs of all of our students are determined by how they perform on the NYSESLAT, DRA 2 and for the newly enrolled students by the HLIS and the LAB-R/Sp Lab.

One of the many goals of the ESL and dual language programs at P.S. 54 is to provide all English Language Learners with the opportunity to develop their academic language in all content areas through listening, speaking, reading and writing skills and this will help them to become life-long learners and to function in both English and their native language.

ELL students with disabilities whose IEP recommends ESL or bilingual instruction

English Language Learners who are receiving special education services and who are in either an ESL or a dual language program are grouped and taught in all content areas according to guidelines, learning needs, and NYSESLAT/LAB-R scores. At P.S. 54 our ELLs with disabilities are provided with ESL services or dual language Education and if the parents prefer a TBE program, we facilitate those services as well. Students who are receiving ESL instruction are grouped for instruction according to their scores on the NYSESLAT in the four different components and receive instruction in English in the content areas using ESL methodologies for the specific amount of time as determined by their NYSESLAT scores.

Our ELL students also participate in our 50 minutes extended time period twice a week and 30 minutes of daily intervention support by the classroom and a push in teacher. During this time, these students are highly engaged in independent reading, conferencing one-on-one with the teacher and participating in targeted-small group instruction.

Listening: It is planned throughout the content areas (S.S., Science, Math, Arts, NL, ESL) and follows the NYS common core standards, the NYS ESL learning standards and the NYS NL arts learning standards.

Speaking: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

During content area instruction, in both the ESL and the Transitional Bilingual Programs, teachers plan strategically and use different techniques that include involving students in discussion, interactive talk, thinking-pairing-sharing (TPS) to engage all students in accountable talk, where all students are involved in class discussion and in discussions with their classmates. Students are also using the 100 Book Challenge independent reading program during the assigned independent reading time in both their native language and in English. During the students' independent reading time, teachers confer with students and give them opportunities to communicate their understanding verbally. This discussion between the teacher and the student allows the student to practice speaking for understanding.

Through shared reading students have the opportunity to verbally share their opinions in the language of instruction, ideas and interpretations of the reading. Through shared reading the teachers also model fluency, vocabulary development, expressive speaking, and engage the students in discussions that are cooperative and strategic with a focus on the oral/spoken language.

Reading: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

Interactive read aloud allows students and teachers to be engaged in making connections and enhancing reading comprehension through meaningful discussions of the reading and the focus and purpose for the reading.

The text we use in all of our programs and a combination of fiction/nonfiction —the texts are thought-provoking. These texts connect to the world and experiences of young children and to the content of the curriculum. They guide children along a leveled

continuum of reading success and ensure that they develop the necessary grade-level fluency, comprehension, and technology skills. Skills—there is comprehensive skills development, practice, and application in each teaching plan. Children develop reading skills in the five key areas recognized for success in learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

ESTRELLITA:

We use ESTRELLITA in grades K-2 in dual language classes with students who are not reading in their native language (Spanish) or the second language (Spanish) for English proficient students.

Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. Estrellita is especially effective for small group instruction which will help to get students back on track in Spanish literacy and their transition to English. Estrellita utilizes a proven, systematic, accelerated approach to teaching syllables and meets the needs of ELLs no matter the performance level. It also jumpstart into reading for recent arrivals with no formal schooling.

- Accelerated, beginning Spanish Reading
- Supplemental to our core bilingual education program
- Multisensory instruction in phonemic awareness, phonics, and fluency
- Sequential, cumulative, structured, systematic, and differentiated direct instruction
- Continuous diagnostic assessment that informs instruction

Writing: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

Teachers of ELLs do the following to differentiate our students' writing needs and to enhance their writing skills:

Modeled writing occurs in all content areas and in various genres to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing process. The teacher also models how to write in the different content areas within the writing workshop.

Shared writing is also based on assessments and students' needs where the teacher and the students discuss, give opinions, and construct the text together. During the shared reading discussion is encouraged and practiced between the students with other students and the teacher as the text is being written and as the teacher is explaining the process of writing. Shared writing allows students to practice their new writing skills during their independent writing.

Guided writing is based on the students' needs. Here the students are grouped according to their writing needs in small groups where the teacher explains the purpose for the writing and models what s/he wants his/her students to learn. Students are given the opportunity to discuss and practice the new learning. Students are also given the opportunity to articulate their learning as the lesson is being explained.

In math, students receive support through ESL strategies/methodologies:

Our school is following NYS mathematics standards and Common Core Learning Standards to drive instruction.

Teachers are planning their math lessons based upon data from diagnostic assessments that address the standards.

Social Studies in embedded in ELA: We follow the NYS Common Core Standards for social studies and differentiate instruction based on language needs. We also follow the NYS NL arts standards, and NYS ESL learning standards to support our ELLs

Science: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.

We also use the K-8 science scope and sequence and use ESL methodologies to support our ELLS..

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

For the upcoming school year we are planning to open a TBE class in the lower grade to address the needs of our early grade students who are SWDs.

We will continue to improve our DL program.

We will continue to improve our ESL programs.

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

An effort is underway to eliminate Pull-Out instruction, and to convert Self-Contained ESL programs into DL and TBE programs, over

time, as these can be phased out. Push-In ESL is deemed the best choice because it provides instruction in the context of the classroom, and bilingual models for classroom instruction are preferred as more supportive, due to the use of the home language, and more linguistically diverse.

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

In addition to the mandated services that our students receive in both the second language and the native language, we have set in place other intervention programs. We are providing our students with differentiated, individual and small-group tutoring within the classroom as push in when the content areas are being taught (e.g. Literature during the readers and the writers' workshops, Science, S.S., Math). Groups are separated or differentiated according to their academic/language levels in the content area, academic level and language acquisition/dominance levels. The programs provided to ELLs are specifically designed for the ELL population and target four major components: reading, writing, speaking and listening. The students in these programs are grouped according to their performance on the NYSESLAT and as per formative and summative assessments on reading, writing, listening and speaking in all content areas and the lessons are developed rigorously by highly qualified and fully certified teachers. All of our programs include special education students, long term ELLs and SIFE.

Looking forward, we will continue to make sure that all our ELLs receive the services that they need both mandated and non-mandated and that they have equal access to our school's resources, including technology and performing arts.

All of our ELLs (DL, ESL, SWDs, etc.), as well as students in regular education, are given opportunities to participate in all school programs regardless of language. After school programs include Targeted ESL classes 3 times a week for 3 hours = 9 hours per week. Small group math AIS before and after school.

These students also receive support from our Academic Support teachers, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors. They also receive "at risk" intervention from our Special Education Teacher Support Services (SETSS).

All of our instructional programs are research-based and are provided by professionals who are knowledgeable about the learning needs of ELLs and how to address those needs.

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

All ELLs have access to classroom libraries and grade level curriculum materials, just as non-ELLs do. Specialized ESL materials are available and teachers may access these as needed. Materials, mostly for literacy development in ESL include Rigby Guided Reading for ELLs, Into English, and NYSESLAT and Beyond. All ELLs have access to all technology in the building. This technology includes laptop computers, Smart Boards, and iPads.

At P.S. 54 we ensure equity in technology and instructional resources by providing equal access to computers, instructional technology, and other materials, such as books, text books in the content areas, that support native language and English language literacy development. All of our ELLs have access to our technology. Other technology/instructional supports our ELLs have access to and which are incorporated in their instruction in both the NL and ESL include: Smartboards, imacs, interactive whiteboards; laptop units are available in every classroom, IPADS are also being used in the instruction of ELLs and to support the instruction of content areas and the curriculum. ELLs also have access to eno boards, digital cameras, LCD, IPODS, and safari montage.

Native language support is delivered in ESL and TBE in all content areas through dictionaries, materials in NL, books, text-books, spoken, translations, technology(mentioned above). We also use the recommended language schedule for TBE from OELL.

Resources

In order to better service our ELL students in DL, Special education, ESL, we have purchased resources to be used in all of the content areas and during the regular school day (e.g. leveled bilingual libraries)

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
in our ESL program we do the following:

| | Beginner | Intermediate | Advanced |
|------------------------------|----------------------|----------------------|-------------------------------------|
| ESL instruction for all ELLs | 360 minutes per week | 360 minutes per week | 180 minutes of instruction per week |
| ELA instruction for all ELLs | | | 180 minutes of instruction per week |

We follow the 50/50 model in our DL classes and differentiate instruction according to the proficiency level of each child.

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

All services are provided by teachers certified for the grades, materials are matched to the grades and academic/language needs of the students, including in any class where students are multiple grades/age ranges.

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.

Plan for Newcomers:

- We make sure that teachers (Bilingual, ESL and Monolingual Teachers) are well trained and experienced with ESL strategies and methodology and knowledgeable about second language acquisition. To ensure this, we have developed an ELL handbook which has been distributed to all teachers at P.S. 85. This handbook was distributed and explained during an ELL workshop at the beginning of the year. There have also been follow-up workshops.
- Identify the family literacy level and make family members (siblings also) aware of how the system works and where the resources are to get help (school library, public library, Dial-A-Teacher in Spanish, parent coordinator, during school community meetings and assemblies, PTA meetings).
- Use the first language score (where available) to differentiate our teaching.
- Interview parents when they register the child: ask specific questions about the education system in the native country and how did the child do (if he went to school there). Parents are also invited to one-on-one meeting with the assistant principal when students are being registered or attending school for the first time.
- Administration of the Home Language Survey.
- Analyze student profiles.
- Differentiated instruction and effective teaching strategies for ELLs.
- Collaboration and planning between ESL and content area teachers.
- Clear understanding of the students' linguistic and cultural backgrounds.
- Clear understanding of the student background knowledge and frame of reference and life experience.

18. What language electives are offered to ELLs?

Spanish is a third language option in DL for any incoming, multilingual ELL student.

19. For schools with dual language programs:

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

a.) The model is 50%/50% language allocation for each grade. b) ELLs/EPs are integrated throughout the day, c) instruction is separated by content, time, and curriculum, d) the model is self-contained (one-world, one teacher), e) sequential literacy is taught.

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.

Staff Development (2013-2014 activities)

To ensure that the education provided to ELLs at P.S. 54 is of high standards and quality, the personnel of this school values ELLs, understands their linguistic, academic, cultural and life needs and prioritizes the social-emotional needs of these students. We ground our practice and teaching in research-based best practices that help us to enrich the lives of these students. We are always seeking ways to fully integrate the experiences of these students into the curriculum as we differentiate their instruction.

To strengthen and improve our bilingual, ESL and non-bilingual teachers in the delivery of effective instruction for our ELL students, the principal, Dr. Ferreira, our ESL coordinator, and our ESL/Dual Language teachers (Ms. Luther, Ms. Costa, Ms. Pena, Ms. Martinez) in conjunction with our ELL representative and with the help from CFN 109 and the OELL, offer professional development that go beyond the 7.5 hours of training for teachers of ELLs and offer monthly common planning time. Our teachers are observed formally and informally to ensure quality and rigorous instruction designed for our ELL students and to ensure that they are planning using the common core standards, ESL and NLA standards. Through formal and informal observations, our teachers receive feedback that would help them to make their lessons more differentiated, meaningful, engaging and relevant to the needs of ELLs.

Our programs and workshops are designed to provide all teachers of ELLs with strategies for teaching students who are ELLs in regular classes, DL and self-contained ESL classes, who are in special education and who are SIFE or long term ELLs. As per our Special education students, we provide instruction as per their IEP as well and the common core standards.

We hold regular meetings to discuss assessments, students' work, bilingual/ESL issues and to share new information about mandates, compliance; look at the different subgroups, the results of the LAB-R and Spanish Lab, the NYSESLAT, ELE, ELA and other summative and formative assessments. These workshop are offered every other Thursdays from 3:10-4:30 and facilitated by Dr. Ferreira.

An ELL handbook is being created this year for all staff and the teachers of our English Language Learners. This handbook will contain information and resources that teachers can adapt for the instruction of ELLs in their classrooms.

*****Our teachers of ELLs also participate in workshops offered by the Office of English Language Learners (OELL) and our network. These workshops involve training in Estrellitas (10/29 and 10/30/2013) Training with Dr. Kinsella (11/5/2013) LAP training for ESL coordinator(ESL teachers).

Our guidance counselor has participated in workshops dealing with articulation from elementary school to middle school. these workshops include the application process, setting up meetings with the parents of the students in fifth grade to help them understand the process for selecting, enrolling and succeeding in middle school. The guidance counselor also helps distribute the directories and works closely with students and parents to ensure a smooth and successful transition from elementary to middle school.

We also have study groups for the understanding of English Language Learners and SWDs and best practices, as well as Professional Learning Communities for ELLs' mandated services.

*****Our professional development workshops include training sessions in understanding the standards for ELLs in ELA, NLA, and ESL and how to teach and differentiate instruction using those standards. We also train our teachers in providing our students with intensive English language instruction and how to teach English language arts to ELLs at all levels of English comprehension.

Our professional development workshops target all staffs at P.S. 54 ranging from paraprofessionals/educational assistants to social services/counselors social workers to classroom teachers and administrators. These workshops include teaching/training our teachers/staff with strategies that would help the ELLs in their class and the ELLs they serve or that are assigned to them. These strategies include: Higher level thinking skills and study strategies for listening/speaking/reading/writing. Organizational and time management skills are also included in these workshops, as well as, strategies for information gathering and for increasing comprehension of printed materials. We also train our staff in how to use formal and informal assessments to differentiate instruction: observation, portfolios in all content areas, peer evaluation, oral reading, journals, interest inventory; conference logs in all content areas, rubrics in all content areas.

All agendas and materials are stored in room 206.

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?

To facilitate and ensure academic excellence for all ELLs, parents of ELLs are regularly informed through monthly calendars, newsletters, meetings, data meeting, and workshops as to new developments concerning our English Language Learners and all students. Every effort is made to communicate and assist parents throughout the school year and to do this we have the following personnel providing services to our ELLs, regular students and their families: Bilingual school counselors and Social Workers, Psychologists, SETSS, a bilingual supervisor, a bilingual family engagement coach in kindergarten, other personnel who speak French and Albanian and other related services as well as a bilingual parent coordinator who is actively involved in our community and assessing the needs of our community. The School Leadership Team and Parent-Teacher Association are also very involved in the life of the school and our school community in general. They hold monthly meetings. During these meetings parents are informed and updated about school/community related issues and updates on mandates.

Our school is divided into four academies and these academies hold Learning Expos and monthly community meetings. Parents are always invited to these community meetings where we discuss and showcase our students' progress both academically, creatively and artistically.

We have partnered with many community based organizations and other agencies outside of our community which provide services to our school community. These CBOs are: Communitlife, Dreamyrad, Ballet Tech, NYCARES, Digital Age Learning, GenYouth, AUSSIE, Garden to Café, Good Shepard, Bronx Children's Museum, Garden Helpers. All of these CBOs/Agencies, provide direct and indirect services to all of our parents.

Moreover, to better service the parents of ELLs, we have created a parent handbook in both English and Spanish. All documents going home are sent home in the language of choice. Our monthly school calendar is also in English and Spanish. All of the information provided to our community is usually in multiple languages.

Through the dissemination of information and our open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational life.

NYSESLAT workshop on NYSESLAT Report for parents will be provide in January. Understanding the CCSS and the shifts in literacy and mathematics in November 2013. How to Communicate and find learning/academic resources for parents of ELLs. 12/2013. Understanding how ELLs learn in 1/2014. How to Read-A-Loud with your Child. 2/14. Parents are primary teachers. 2\2014 Read-A-Loud to your kids. The before mentioned workshops have been offered in conjunction with Mercy College and usually for an hour. These workshops and learning opportunities will be offered by Dr. Ferreira, Mr. Eisma (translated by Ms. Aleman), our parent coordinator, Ms. Aleman. There will be other workshops for the parents during the month of March concerning the science exam (By Ms. Porreto, the science teachers)and the math exam (by Mr. Eisma). These workshops will be offered in the morning and in the afternoon. Parents of ELLs are also attending ESL classes (11/13/2013) every Wednesdays at 8:00 offered by the school and taught by an ELLs expert. Spanish classes will be offered beginning in December 2013. These classes will be offered to Spanish-speaking parents who would like to learn how to read and write in their own language. Likewise, English classes will be offered to English-speaking parents who would like to learn and read in their native language. Our hope is that if parents of ELLs are literate in their own language this would help to advance our ELLs' academic language and academic success. The principal, Dr. Ferreira, has also scheduled workshops on Danielson. She will be addressing competency 3b and helping parents understand and learn how to ask their child questions and involve them in discussions and debates. These workshops are scheduled for December 9 and December 16. The workshops will be differentiated by language (Spanish on the 9th and English on the 16th). All workshops will be done in this manner to enhance understanding and differentiation as per the needs of the parents of our community.

E. Additional Information

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

We are placing a lot of emphasis on academic language development and planning for instruction. To do this we are using Read-Alouds, guided reading, shared reading and a Robust Vocabulary Instruction to enhance academic language. We are pacing and differentiating our curriculums to make sure that lessons for all students are differentiated as per the child's language proficiency, IEP and academic needs.

ELL Compliance/Choice:

Public School 54 ensures that all English Language Learners are identified within 10 days of entering our school and receive the appropriate instructional services. To do this, our ESL teachers assist during registration to make sure that all ELLs and their families are interviewed, tested, and receive the necessary information and documentation pertaining to the identification and selection of programs. The ESL team is composed of fully-certified and experienced ESL teachers.

At registration and throughout the year, through the initial screening for the ELL identification process, we do the following: 1. Screen/administer the Home Language Identification Survey. 2. Initial assessment. 3. Program placement. 4. Annual assessment.

To inform the parents of the newly enrolled ELL students as to what services their child will be provided with and their rights, an orientation session is held within the 10 days of the initial enrollment. Information is accessible and distributed to parents in their native language. Such information includes, but is not limited to: Parents' choice and selection of programs, school expectations and general program requirements for Bilingual and ESL students.

The parent survey and program selection forms are also distributed at the parent orientation meeting and during registration throughout the year. These forms are collected by the ESL coordinator and are filed with all of the other ELL related documents in room 206. The parents of the newly admitted students who do not attend the orientation are contacted via phone and meetings are arranged to discuss placement and choice.

Students who are Spanish dominant and who have not passed the LAB-R or scored proficient on the NYSESLAT, and who have been placed in monolingual classes as per their parents' choice, receive push-in/freestanding ESL services from one of our four ESL teachers as per their NYSESLAT/LAB-R scores.

We are also serving our ELLs during after school with programs that have been strategically designed to target academic and language development. We target Listening/Speaking and Reading/Writing as well as the social-emotional well being of all ELLs (including SIFE and SWDs who are ELLs).

The parents of ELLs are encouraged and regularly informed and invited to visit the school and to be part of their child's educational life through attendance celebrations, Character Trait/Students of the Month celebrations, through Data meeting involving the teachers, the students, the administrators and the parents and through our curriculum nights, PA meeting and parent engagement activities such as "Mommy and Me" which is an activity where parents and their children are invited to read. Parents are also engaged in activities such as NYCARES, Garden Helpers, Cookshop from Cornell University and its healthy eating program.

Student life is the center of our school and we do all that we can and beyond to ensure that all of our students are served accordingly and have equal opportunities to succeed.

Sample Schedules of two ESL teachers utilizing push-in and pull-out models

Schedule of an ESL Teachers utilizing Push-in/Pull Out models on Tuesday, Wednesday, Thursday

| Tuesday | Wednesday | Thursday |
|------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------|
| 8:45-9:15 Push-In, Newcomers in 504 | 8:45-9:15 Push-In, Newcomers in 504 | 8:45-9:15 Push-In, Newcomers in 504 |
| 9:20-10:05 ESL Push-In with Ms Lopez (406) | 9:20-10:05 ESL Push-In with Ms Jackson (409) | 9:20-10:05 ESL Push-In with Ms Lopez |
| 10:10-10:55 Intervention w/3 Non-ELL HO Ss (513)+1 HO ELL (507), Push-in 513 | 10:10-10:55 ESL Push-In with Ms Jackson (409) | 10:10-10:55 Intervention w/3 Non-ELL HO Ss (513)+1 HO ELL (507), Push-in 513 |
| 10:55-11:45 ESL Push-In with Ms Jackson (409) | 10:55-11:45-Prep | 10:55-11:45 Intervention w/3 Non-ELL HO Ss (513)+1 HO ELL (507), Push-in 513 |
| 11:45-12:35 GRADE 2/3 LUNCH | 11:45-12:35 GRADE 2/3 LUNCH | 11:45-12:35 GRADE 2/3 LUNCH |
| 12:35-1:25 GROUP A, Pull-Out (MULTIGRADE) NYSESLAT and Beyond (401) | 12:35-1:25 GROUP A, Pull-Out (MULTIGRADE) NYSESLAT and Beyond (401) | 12:35-1:25 GROUP A, Pull-Out (MULTIGRADE) NYSESLAT and Beyond (401) |
| 1:30-2:15-GROUP B, Pull-Out (GRADE 5) NYSESLAT and Beyond (401) | 1:30-2:15-GROUP B, Pull-Out (GRADE 5) NYSESLAT and Beyond (401) | 1:30-2:15-GROUP B, Pull-Out (GRADE 5) NYSESLAT and Beyond (401) |
| 2:20-3:10-Ext Day-NA-ESL with a group of 504 Ss | 2:20-3:10-Ext Day-NA-ESL with a group of 504 Ss | 2:20-3:10-Ext Day-NA |

Schedule of an ESL teacher utilizing the Push-in and Pull-out models

Arrival-8-8:10 Arrival-8-8:10 Arrival-8-8:10 Arrival-8-8:10 Arrival-8-8:10

8:15-9:15 HLIS AND IDENTIFICATION COMPLIANCE 8:15-9:15 HLIS AND IDENTIFICATION COMPLIANCE 8:15-9:15 HLIS AND IDENTIFICATION COMPLIANCE 8:15-9:15 HLIS AND IDENTIFICATION COMPLIANCE

9:20-10:05-GRADE 5-409-9 students (GE)-Reading 9:20-10:05-GRADE 5-409-9 students (GE)-Reading 9:20-10:05-GRADE 5-409-9 students (GE)-Reading 9:20-10:05-New Teacher Mentoring-(in classroom) 9:20-10:05-New Teacher Mentoring-(meeting with teacher)

10:10-10:55-GRADE 5-406-7 students (GE)-Writing 10:10-10:55-GRADE 2 (SE) + 1 (GE)-5 students-Reading 10:10-10:55-GRADE 5-406-7 students (GE)-Writing 10:10-10:55-GRADE 2 (SE) + 1 (GE)-5 students-Reading 10:10-10:55-GRADE 1 (SE/GE)-7 students-writing

10:55-11:45-GRADE 5-402 (SE)- 5 students-Reading 10:55-11:45-GRADE 3-4-413+1 (SE)-7 students-Reading/Writing 10:55-11:45-GRADE 2 (SE) + 1 (GE)-5 students -Math 10:55-11:45 GRADE-3-4-413+1 (SE)-7 students-Reading/Writing 10:55-11:45 GRADE-3-4-413+1 (SE)-7 students-Reading/Writing

11:45-12:35 GRADE 1 (SE/GE)- 7 students-Reading 11:45-12:35 -GRADE 5-406-7 students (GE)-Math 11:45-12:35 GRADE 1 (SE/GE)- 7 students-Reading 11:45-12:35--GRADE 5-402 (SE)- 5 students-Reading 11:45-12:35--GRADE 5-402 (SE)- 5 students-Reading

12:35-1:25-LUNCH 12:35-1:25-LUNCH 12:35-1:25-LUNCH 12:35-1:25-LUNCH 12:35-1:25-LUNCH

1:30-2:15-PREP 1:30-2:15-PREP 1:30-2:15-PREP 1:30-2:15-PREP 1:30-2:15-PREP



Part VI: LAP Assurances

| School Name: Fordham-Bedford Academy | | School DBN: 10X054 | |
|-----------------------------------------------------------------------------------|----------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Marybelle Ferreira | Principal | | 11/23/13 |
| Maria Leatherwood | Assistant Principal | | |
| Carmen Aleman | Parent Coordinator | | |
| Juliet Luther | ESL Teacher | | |
| Irma De LA Rosa | Parent | | |
| Marilyn Costa | Teacher/Subject Area | | |
| Paloma Pena | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| Maria Quail | Network Leader | | |
| | Other _____ | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10x054 School Name: Fordham-Bedford Academy

Cluster: 01 Network: cfn 109

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.

- a. The language access coordinator/Parent Coordinator acts as a liaison with parents/guardians to determine what the translation needs are and communicates those needs to the administration and other personnel of the school.
- b. The home language survey done at registration provides us with information about the home language of the parents/guardians of our students.
- c. At registration, and in the emergency contact "blue card", the parents identify the language they prefer to receive information in verbal or written forms.
- d. Parents on the SLT provide additional insight as to the language needs of our community.
- e. Parent Association provides us with information about the language needs of parents.
- f. Translation devices are provided during PA meetings, conferences, and principal's 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.

- a. The large majority of parents/guardians needing translation or interpretation services are Spanish-speakers.
- b. Information about the language needs of our community is shared with the school population via memos/emails.
- c. Parent Coordinator shares information regarding the availability of translators with the parents and is alert to the need that she must reach out to non-Spanish-speaking parents who require additional language support.
- d. The school has posted signs by the main entrance, the lobby of the school, and the main office in multiple languages and the language identification guide is also posted in the most visible and visited areas of the school
- e. Our school's comprehensive educational plan contains the procedures for interpretation/translation as per the chancellor's regulation A-663. We provide: regular and timely provision of translated documents through either existing resources or the Translation and

- Interpretation Unit;
- b. timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education;

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.

- a. All memos and letters that are sent to parents are in English and in Spanish.
- b. Availability of translation to other languages is posted in the school and sent home periodically throughout the year (it is also in the parent handbook).
- c. The parent handbook is written in English and in Spanish and an appendix of it includes information on how to obtain translation and interpretation services and how to access translated versions of many documents.
- c. In-house staff as well as parent volunteers also provide translation support as needed (e.g. sign language)
- d. Our staff is also aware that they can access translated versions of many commonly used documents on the intranet page.
- e. Members of the school community are informed that they can access translated information from the DOE public website

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.

- a. Oral translation/interpretation is offered at meetings by bilingual parents (e.g. parent coordinator, parent volunteers), bilingual staff, bilingual paraprofessionals, school aides and/or the principal.
- b. Simultaneous translation equipment is used to support larger groups of parents needing translation during meetings.
- c. During conferences, we have a bilingual out-of-classroom teachers, paraprofessionals, school-aides available on each floor to assist in translation if needed. We also have a sign language interpreter who assist us as needed (the parents of one of our students need sign language services and this service is always provided when and as needed).

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

- a. Within the first 30 days of a student enrollment, we determine the primary language spoken by the families/guardians of our students and provide translation and interpretation services to all of the families/guardians who require language translations that would allow them to communicate with the school effectively.
- b. We maintain that information in ATS and on the students' emergency information card and cumulative records.
- c. We provide translation services as outlined above, and if requested, a relative or any other adult may serve as the translator if requested by the parent/guardian.
- d. We follow the regulations outlined in the Chancellor's Regulations A-663



Department of English Language Learners and Student Support

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

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

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

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: P.S. 54X | DBN: 10X054 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The direct instruction component of the program will consist of (check all that apply): |
| <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy |
| Total # of ELLs to be served: 100 |
| 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: 5 |
| # of certified ESL/Bilingual teachers: 5 |
| # of content area teachers: _____ |

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: _____

The purpose of this program is to:

* increase English proficiency and academic achievement in core academic subjects of our ELLs by providing high-quality language instruction.

The after school Title III supplemental programs for ELLs will target students (ELLs and SWDs) at the Beginning, Intermediate and Advanced levels of English language acquisition, as per their spring 2014 NYSESLAT scores, in grades 1-5 (at least 100 students will be part of this program). This program will be taught by 5 certified bilingual and ESL teachers, for 15 weeks at 4 hours per week/per teacher. The language of instruction will be English. The program is scheduled to begin by the first week of November, 2014.

Our focus will be Reading/Writing and Listening/Speaking. We will use the NYSESLAT and Beyond Instructional materials and Discovery Diagnostic & Instruction in grades 1-5 for our supplemental after school program for ELLs. This program will help students and teachers stay focused and true to the students' academic and language needs as well as the details of the new common core standards and the ESL standards. The teacher-led lessons use a consistent, research-based, gradual-release model that helps students master language acquisition and concepts as they build confidence. Within this program there is also embedded professional development in every Teacher Resource Book—including step-by-step lesson plans and best-practice tips for ELLs and SWDs.

Discovery pinpoints students' needs and accelerates learning with a powerful online program customized for every student. This program is an effective combination of adaptive diagnostic assessment, engaging differentiated instruction, and instant reporting. Three steps will be followed: 1. Explicit Instruction: students will be learning skills and concepts through highly interactive, scaffolded, explicit instruction; 2. Guided Practice: following the explicit instruction in step 1, students will have the opportunity to practice what they have learned and receive corrective feedback to reinforce their understanding of the concepts and skills being taught; step 3: Progress Monitoring: Students will be assessed at the end of each lesson to drive ongoing progress monitoring.

The classes will have access to the latest technology (e.g. smart boards, laptops, elmos, iPads, teleconference system, etc.) and to a wide range of non-fiction books at different levels. Other related literature will also be available for independent (100 Book Challenge) and guided practice.

The teachers will also use, to build stamina and to confer with students as they read, resources such as American Reading Success which helps students to improve academically and take ownership of their

Part B: Direct Instruction Supplemental Program Information

learning.

Using the American Reading Success, students will be able do the following with the support of their teachers:

Read broadly from the wide reading library of leveled books

- ☐ Read deeply from the science or social studies investigation libraries
- ☐ Expand their vocabulary and background knowledge of different genres and activate prior knowledge through the use of higher order thinking questions (Depth of Knowledge).

The teachers also do reading intervention. This includes:

- ☐ Explicit, differentiated instruction
- ☐ vocabulary development/Academic language development
- ☐ Guided reading practice to build academic language and content knowledge

To improve their students' writing skills, the teachers will do the following:

Writing:

To differentiate our students' writing needs and to enhance their writing skills:

Modeled writing (informational, narrative, etc) to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing process. The teacher also models how to write in the different content areas within the writing workshop model.

Shared writing is based on assessments and students' needs where the teacher and the students discuss, give opinions, and construct the text together. During the shared writing discussion is encouraged and practiced between the students with other students and the teacher as the text is being written and as the teacher is explaining the process of writing. Shared writing allows students to practice their new writing skills during their independent writing.

Guided writing is based on the students' needs. Here the students are grouped according to their writing needs in small groups where the teacher will explain the purpose for the writing and model what s/he wants his/her students to learn. Students will be given the opportunity to discuss and practice the new learning.

By the end of the program we are expecting our participating students to become proficient in Reading/Writing and Listening/Speaking in the NYSESLAT and to improve academically and reach grade-level standards.

Part C: Professional 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:

The purpose of our professional development opportunity is to:

* provide high-quality professional development to enable classroom teachers to deliver effective content and English language instruction to English Language Learners.

To ensure that the education provided to ELLs at P.S. 54 is of high standards, differentiated and of quality, the personnel of this school values ELLs, understands their linguistic, academic, cultural and life needs and prioritizes the social-emotional needs of these students. We ground our practice and teaching in research-based best practices that help us to enrich the lives of these students and their families. We are always seeking ways to fully integrate the experiences of these students into the curriculum as we differentiate their instruction as per their NYSESLAT/LAB-R, Spanish Lab scores, formative and summative assessments and students' IEPs.

To strengthen and improve the instruction our ELL students receive and to make sure that the lessons the teachers are providing are differentiated, engaging and relevant, the principal, Dr. Ferreira, with the assistance of the ELLs coordinator, Ms. Luther, will be available and provide monthly staff development (1.5 hours) for the duration of the program (15 weeks) and arrange for technology training in the use of Discovery (Ms. Mooney, literacy coach), and training using the NYSESLAT and Beyond program. The discovery program is a powerful online program that combines an adaptive assessment with instant reporting, and engaging differentiated instruction customized for students' unique needs, therefore, training will be provided to the 5 teachers using this program and planning time will be allotted to make sure that students are receiving individualized instruction. The training with these programs will begin approximately 11/3/2014.

These workshops (Discovery and NYSESLAT and Beyond) will also cover how to use the different technological tools to explicitly develop and provide instruction targeting identified specific needs and how to monitor progress as students are assessed after each lesson online.

One workshop will cover topics such as the new language progression and how to target and plan for academic language (this workshop will be offered on October 31, 2014 before the program begins for kids).

Other areas of PD (these are scheduled to begin around 11/17/2014) will cover topics such as: Differentiation of instruction for ELLs and how to differentiate using the child's IEP and NYSESLAT scores on reading/writing and listening/speaking, the NYSITELL; Academic Language/Language Development; Technology for ELLs/SWDs to enhance listening and speaking (AWARD Reading, among other programs/software), curriculum and engagement; planning using the recommended language use of

Part C: Professional Development

60/40, 50/50. 25/75; ESL strategies for teaching in the content areas; understanding and differentiating for the different components of the NYSESLAT: reading/writing and listening/speaking.

Other professional development/workshops include teaching/training our teachers/staff with strategies and skills in utilizing questioning/discussion and higher level thinking skills and study strategies for listening/speaking and reading/writing. Organizational and time management skills are also included in these workshops, as well as strategies for information gathering and for increasing comprehension of printed materials. (These activities will take place during the fifth, sixth, and seventh weeks of the program - mid of December and beginning of January). During the tenth to the fifteenth weeks of the program (end of January and beginning of February) the emphasis will be on looking at student work in reading/writing and listening/speaking for next steps and to set smart goals for each student.

The teachers providing these services will be regularly observed to ensure quality and rigorous instruction designed for our ELL students and to ensure that they are planning and delivering differentiated instruction as per the specific needs of their students.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

The purpose of our parental engagement activities is to:

* promote parental, family, and community participation in our program and school.

Through our open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational life. For the purpose of this program, Dr. Ferreira, Ms. Luther, ELLs coordinator, Ms. Aleman, parent coordinator, will be available to assist and work with the parents of ELL students during the after school supplemental program. We will provide the following activities and topics to be covered during the after school program once a month and 1 hour per workshop from 2:30 - 3:30 for the duration of the program (15 weeks) beginning the second week (around November 14, 2014) of the program:

Our first workshop is scheduled for November 18 and is titled: "At Home Strategies and Working With Your Child's School" provided by Dr. Ferreira with the assistance of our school social worker, Ms. Illaraza. During this workshop we will share with parents best practice and strategies to use at home to

Part D: Parental Engagement Activities

help their child acquire the academic language they need to succeed in school: Listening to your child read regardless of the language the child is reading in; websites to visit like colorin/colorado for resources.

Three other workshops (one will be on the the fourth week, another on the sixth week and another one on the seventh week). These workshops will target our new independent reading system "100 Book Challenge." These workshop will focus on specific reading skills each time it is offered. We will look at strength, weaknesses in reading/writing and listening/speaking. These workshop will be provided by Ms. Mooney, our literacy coach with the assistance of our bilingual parent coordinator. During these workshops parents will be taught estrategies to use at home to help their child read and develop academic language. These workshops will reinforce reading indepedently while using books that are at their level in English. Parents will also be taught how to use skill/vocabulary cards to help their child develop understanding of the English Language and expand their English vocabulary.

For the purpose of this program, Dr. Ferreira, Ms. Luther, ELLs coordinator, Ms. Aleman, parent coordinator, Ms. Mooney, literacy coach, will be available to assist and work with the parents of ELL students during the after school supplemental program. We will provide the following activities and topics to be covered during the after school program (ninth week, eleventh week and thirteenth week) and as needed and based on needs assessments. These topics will be covered by our mental health team which is composed of social workers, counselors and school psychologists:

1. Activities for Parents and children: Making time for family
 - How to create a long lasting bond with your child
 - At home activities
2. Self Esteem, Behavioral , and Mental Health Issues in Children:
 - At Home Strategies
 - Working with your child's school
 - Mental Health resources in the community
3. Helping your child excel in school:
 - Study plans and guides
 - Good at home study habits
 - Reading with your child
 - Helpful study websites/ Library Resources
4. Behavior issues at home and school
 - Behavior contracts

Part D: Parental Engagement Activities

- PBIS home matrix
- 5. Navigating the school system and how to get needed services
- Who to talk to if you feel your child has a delay or disability
- At-Risk Services
- Special Education Services
- What is OTPT, Speech, SETTS

The last workshops (the fourteenth and fifteenth week) will be used to look at and interpret student data based on the latest assessments done during the program. The assessment will cover the following components of the NYSESLAT: reading/writing and listening/speaking. We will work on helping parents and teaching parents how to support their child at home and how to engage their child in activities where these components are utilized (e.g. questions/discussions).

To facilitate and ensure academic excellence for all ELLs, parents of ELLs are informed through monthly calendars, emails, newsletters, the school website, meetings, and workshops as to new developments concerning our English Language Learners and workshops/learning opportunities available at the school. Every effort is made to communicate and assist parents throughout the school year and to do this we have the following personnel providing services to our ELLs, SWDs and regular students and their families: Bilingual school counselors and Social Workers, Psychologists, Bilingual SETSS, a bilingual principal, a bilingual parent coordinator who holds weekly workshops for parents and with parents. The School Leadership Team and Parent Association are also very involved in the life of the school and our school community in general. They hold monthly meetings. During these meetings parents are informed and updated about school/community related issues and updates on mandates.

Moreover, to better service the parents of ELLs, we have translated our school FAQ, PBIS Matrix, into French and Spanish and the monthly school calendar that goes out to parents and the community is also in English and Spanish. All of the information provided to our parents is usually in multiple languages and translation is provided as needed as per the chancellor's regulation A-663.

Through our open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational social-emotional and academic life.

Part E: Budget

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

Allocation Amount: \$ _____

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