

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

School Name: PS 57 CRESCENT
DBN (i.e. 01M001): 12X057
Principal: BRYANT ROMANO
Principal Email: BROMANO@SCHOOLS.NYC.GOV
Superintendent: RAFAELA ESPINAL-PACHECO
Network Leader: PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Bryant Romano	*Principal or Designee	
Eduardo Ramos	*UFT Chapter Leader or Designee	
Diane Arias	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Andrea Burks	Member/ Elected Uft member	
Christina Fernandez-Todd	Member/ Elected Uft member	
Victoria Castellano	Member/ Elected Uft member	
Shavona Potts	Member/ Elected Parent	
Angela Bryce Thruton /	Member/ Elected Parent	
Jennifer Castillo/ Lybra Winds	Member/ Elected Parent(s)	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, overall student attendance will increase by 2% from the current 92.8% to 94.8% as measured in the school's Annual Attendance Report.

Comprehensive Needs Assessment

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

In 2013-2014 the overall attendance rate for the school was 90%. This indicates that 10% of our overall population has missed school an average of 18 days, which significantly impacts their education. We believe that improved attendance would not only improve academics, but also increase a scholar's chances of attending a higher educational facility which will lead to a successful career.

Instructional Strategies/Activities

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

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

1. The attendance Team will meet regularly to discuss scholar attendance and identify patterns and trends with regards to individual scholars and the overall school community as well.
2. OTPS funds will be utilized to support our attendance initiative and help provide scholars with certificates, awards and other incentives needed to help increase scholar attendance.
3. Administrators will exchange ideas with schools that have high attendance percentages to find ideas/supports.
4. Family letters are generated and sent home and monthly attendance percentages are shared with the entire school community.
5. Our school-wide positive behavioral intervention system will tie into this goal as attendance will play a big role in our monthly PBIS Town Hall meetings, morning announcements and monthly campaigns. Scholars are aware that in order to be part of the PBIS movement, attendance must be at an extremely high level.

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

1. Principal, Regional Attendance teacher, Parent coordinator, Family worker, guidance counselor and the pupil accounting secretary.
2. PBIS initiative, scholar dollars, perfect attendance luncheons, prizes/awards, raffles- (All staff involved in this)
3. Principal, two assistant principals, attendance coordinator, attendance teacher, network liaisons, administrators/personnel from network 606)
4. Administrators, family worker, attendance teacher, classroom teachers.

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

1. Attendance is tracked daily and celebrated weekly as the classes with the highest attendance rates are celebrated each week and those with the lowest are brought to the attention of specific stakeholders.
2. Family worker, guidance counselor and administration monitor attendance closely and work to support the instructional goal. Weekly targets are tracked and celebrated accordingly.
3. If a scholar is absent even one day teachers are expected to call home. If a scholar is absent two-consecutive days the attendance teacher and administration intervene. If a scholar is out three consecutive days without any knowledge of their whereabouts, home visits are conducted and outside agencies are contacted.

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

1. September 4th, 2013 – June 28th, 2015 attendance will be at a minimum of 91% which will show an overall increase of 1% from the 2013-2014 school year.

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

Weekly attendance meetings with above-mentioned constituents and the use of OTPS funding to purchase awards, certificates and prizes as incentives. (Many different items will be purchased to support this school-wide initiative ranging from movie tickets, bicycles, candy, books, pencils, skateboards no homework night certificates and other incentives to entice scholars and their parents into maintaining a perfect attendance record.

Strategies to Increase Parental Involvement

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

The school involves parents/guardians in every aspect of a scholar's attendance. School messenger is utilized to address attendance, daily phone calls are made, it is discussed at our monthly SLT meetings and parents/guardians are invited to our monthly Town Hall meetings where attendance is addressed as well. Parents will receive a home visit when necessary (3 days in a row without family contact). Parents will have access to attendance staff regarding questions and issues related to student attendance.

Budget and Resource Alignment

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

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

See above

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, parent participation in school activities that increase/support college and career readiness will increase by 20% as measured by the school's Learning Environment Survey, parent engagement activities and informal school surveys, records and polls.

Comprehensive Needs Assessment

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

According to the 2013-2014 Learning Environment Survey, 14% of the Crescent parent body needed additional support in preparing their child for college and beyond. At PS 57 Crescent we believe that schools should create welcoming environments for families and take advantage of community resources to enrich the civic life of the school. Each year we have worked closely with the PA, Parent coordinator and community based organizations to help welcome, value, and incorporate families and the larger community into the school and classrooms. We are excited to see this initiative tied into the Department of Education's Capacity Framework.

Instructional Strategies/Activities

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

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

1. Provide parent workshops that highlight preparing scholars for college and careers based on the assessed needs of the parents of scholars who attend our school.
2. Work to ensure that our school environment is welcoming and inviting to all parents.
3. The Parent Coordinator will also serve as a liaison between vendors and CBO's and maintain a log of events and activities planned for parents each month and file a report with the central office.
4. Family Fun Night is an ongoing program that invites parents, caretakers, and community members to play math games and participate in literacy based events as well as partake in food and, arts and crafts and karaoke.
5. On-going conversations and counseling sessions with targeted students and parents about their behavior and progress.
6. Calendar of events will be created and distributed to parents and translated for parents who do not speak English. Calendars will include all school wide events.
7. Utilize the Parent engagement time built into the teacher's schedule to communicate with parents and support them as necessary.
8. Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress;

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

3. Parent Coordinator, Parent's Association members, Community Based Organizations (Marquis Studios, Cool Culture, Bronx River Arts Center, District Leadership Team), administrators, parent/guardian volunteers, teachers/staff of PS 57.
4. Every member of the PS 57 Crescent community, including scholars and custodians. Beautification initiative with art teacher, scholars and some teachers.
5. Parent Coordinator
6. Teachers, support-staff and administration
7. Guidance counselor, PBIS coach, administration
8. Parent coordinator, school aids
9. Teachers, parents/guardians, support staff and administration
10. Work collaboratively with the Parent Association to encourage meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committees and school-wide events and meetings.

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

1. Monthly initiatives, workshops and activities will be monitored and discussed at monthly SLT meetings and safety meetings as well as weekly Common Planning and Grade Leader meetings and daily administrative meetings.
2. The beautification initiative is ongoing and has been since 2012. This includes repainting hallways, doors and trim, Fixing broken items, scraping old paint, replacing doors, and branding the school with logos and slogans.
3. Parent coordinator reviews event attendance and discusses pros and cons with administration and the parent association members after each event.
4. Logs are kept by every teacher, support staff and administration to log communication with parents/guardians.

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

1. September 2014 – June 28, 2015.

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

1. The Parent Coordinator works collaboratively with the PA and school staff in order to increase communication and improve the home-school connection. Title-I and OTPS funds are utilized to conduct workshops and activities created to promote parent awareness of curriculum, testing, the instructional shifts, JHS registration,

attendance, and other topics that support student development. Funds were also utilized to purchase messenger and materials to further increase communication between home and school and support families in understanding current school-wide initiatives and provide them with more access to information and resources.

Resources will be purchased on an ongoing basis to support our various Family Nights, and awards and prizes will be raffled off at our various events.

Strategies to Increase Parental Involvement

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

See goal above

Budget and Resource Alignment

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

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

See above

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 80% of teachers will meet the effective criteria in component 3b: Questioning and Discussion Techniques as measured by the Danielson Framework for Teaching.

Comprehensive Needs Assessment

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

Although we have begun to see a transition from teacher-centered to a more child-centered classroom, where scholars have the opportunities to take ownership of their learning by engaging in classroom discussions, having choice, asking questions and utilizing the accountable talk stems in literacy and math we still continue to see some pockets of excellence throughout the building. In order to increase student engagement, progress and improve student performance an emphasis was placed on teacher practice and supporting teacher effectiveness.

Instructional Strategies/Activities

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

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

1. We will utilize the Danielson Framework for Teaching to support rigorous instruction through the identification of four domains a teacher must master. Within the four domains, PS 57—in alignment with the Chancellor’s initiatives—has elected to focus on Component 3B, Questioning and Discussion Techniques to help improve student engagement and ownership which will directly impact student outcomes. The framework provides teachers and administrators with a common language around instructional practices and with a common set of lenses through which to view improvements in instructional practice. The continued strengthening of instructional practice will lead to a steady rise in student achievement.
2. Our school-based professional learning around Component 3B will lead to focused small group instruction and intervention programs that will support all students as well as target specific groups of scholars, such as hold overs, potential holdovers, lowest third and those in need of academic interventions.
3. At weekly Common Planning meetings, teachers will collaborate to ensure that questioning and discussion techniques are embedded into curricula plans as well as provide opportunities for scholar-to-scholar and group discussion.

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

1. Administration will create and follow a schedule for teacher observations/feedback utilizing Danielson’s Framework for Teaching.
2. The Danielson Framework for Teaching rubric, Support from Network 606 support Staff and ADVANCE implementation team members as well as Teacher leaders and administrative support.

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

4. Administrators will conduct debrief sessions with teachers within 48 hours of an observation to discuss grow and glows and give them an opportunity to clarify any misconceptions and focus on new strategies and supports.
5. Administrative teams will discuss observed observations and follow up on feedback given to teachers by conducting snapshots of classroom instruction and identifying if feedback previously given has been implemented and how it has impacted instruction.
6. A teacher observation tracker tool will be utilized to monitor the frequency of observations and both the tracker and student assessment data on the Comprehensive Class Profile Sheets will be utilized to evaluate the progress of goals.

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

1. Implementation will begin September 2014 and continue through June, 2015.

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

1. Administrators will sit on a weekly basis and analyze data gathered from classroom observations. Observation data will be monitored and used to link our school wide professional development plan to these observations in order to differentiate supervision/feedback and increase teacher effectiveness.
2. Per-session funding will be utilized to provide professional development to teachers regarding observation findings, best practices and implementing feedback given by administrators.
3. Galaxy funds will be utilized to support teacher improvement with the purchase of materials, instructional technology and professional development opportunities.

Strategies to Increase Parental Involvement

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

N/A

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #4

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

Annual Goal #4

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

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Comprehensive Needs Assessment

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

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Instructional Strategies/Activities

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

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

1. -

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

1. -

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

4. -

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

1. -

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

1. -

Strategies to Increase Parental Involvement

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

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Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

-

Comprehensive Needs Assessment

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

-

Instructional Strategies/Activities

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

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

1. -

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

1. -

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

4. -

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

1. -

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

1. -

Strategies to Increase Parental Involvement

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

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Budget and Resource Alignment

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

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

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Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Great Leaps (4 separate providers) 2. Wilson's (SETSS-at risk) 3. Scholar Intervention Afterschool Program Reading 4. SPIRE intervention Program 5. READ (Afterschool Intervention program) 	<ol style="list-style-type: none"> 1. Great Leaps is one-to-one 2. Wilson's is one-to-one 3. Kaplan (SIAP)- differentiated whole group (9 separate classes, 3 per grade for Grades 3-5) 4. SPIRE Program done in small groups 5. READ afterschool is one-to-one 	<ol style="list-style-type: none"> 1. Great Leaps- ETS periods, during the school day 2. Wilson's- throughout the day in 45 minute blocks 3. Kaplan (SIAP) is afterschool, twice a week for 2 hours (2) 4. SPIRE is done three times a week for a total of 1 hour and 40 minutes. 5. READ is done 3 days a week for a total of 9 hours per week
Mathematics	<ol style="list-style-type: none"> 1. Kaplan Scholar Intervention Afterschool Program Math (SIAP) 2. SETSS (at risk) 	<ol style="list-style-type: none"> 1. Kaplan (SIAP)- differentiated whole group (9 separate classes, 3 per grade for grades 3-5) 2. SETSS at risk- small group instruction 	<ol style="list-style-type: none"> 1. Kaplan (SIAP)- Afterschool, twice a week for 2 hours 2. SETSS- during the school day – 45 minutes small group sessions
Science	SETSS (at risk) reading in content areas	SETSS- small group instruction	During the school day – 45 minute small group sessions
Social Studies	SETSS (at risk) reading in content areas	SETSS- small group instruction	During the school day – 45 minute small group sessions
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Guidance Counselor 2. Psychologist/Social Worker (at risk) 3. PBIS Coach 4. Administrators 	<ol style="list-style-type: none"> 1.Small groups or one-to-one 2.Small groups or one-to-one 3.Small groups or one-to-one 4.Small groups or one-to-one 	<ol style="list-style-type: none"> 1. During the school day for 40 minute sessions 2. During the school day for 10-30 minute sessions 3. During the school day for 5-45 minute sessions 4. During the school day for 5-45 minute sessions

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
To recruit highly qualified teachers, administrators attend hiring fairs and review resumes submitted to the DOE online Open Market system and find teachers with relevant skills and experience, who are then interviewed by our Hiring Committee as part of the application and hiring process. New and untenured teachers are supported by on-site mentoring and extended professional development opportunities both in-school and off-site. Experienced teachers are offered leadership opportunities to support their continued growth within the school, and have a voice in school leadership through school-wide positions such as Grade Team Leader.

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).
We provide professional development sessions both in school and attend network-provided professional development series as well. Professional development opportunities are presented to the staff from various institutions based on observation data collected by administration and needs-assessments made by individual teachers who are reflective in their practice.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are utilized to purchase uniforms, notebooks, book bags, writing materials, books and other general supplies for the members of our community who are in temporary housing. These students also take part in our various Town Hall meetings, anti-bullying campaigns headed by the school counselor and PBIS Coach.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<ol style="list-style-type: none"> 1. Parent involvement activities, including family fun nights, Parents as Readers, class participation and workshops on best practices for early childhood students, transitioning from pre-school and attendance awareness. 2. Kindergarten orientation. 3. In-school transition activities between Pre-K and Kindergarten teachers 4. Aligned resources.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teacher Team meeting time is utilized to analyze student data and in turn utilize the data to make instructional adjustments to advance student achievement and also teachers are given professional development opportunities as a result of student data and teacher observation data.

TA Schools Only

Use of Program Resources

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

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).
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N/A

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

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

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

Parent Involvement Policy (PIP)

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

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

P.S. 57's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 12X057

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.	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

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$450,514.35	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$101,277.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,982,198.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

**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 12	Borough Bronx	School Number 057
School Name The Crescent School		

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

Principal Bryant Romano	Assistant Principal G. Gallas & B. Torres-Vera
Coach N/A	Coach N/A
ESL Teacher Rolando Perez	Guidance Counselor N/A
Teacher/Subject Area N/A.	Parent N/A
Teacher/Subject Area	Parent Coordinator Rosemary Rodriguez
Related Service Provider N/A	Other Eduardo Ramos/I.E.P Teacher
Network Leader(Only if working with the LAP team) N/A	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	560	Total number of ELLs	59	ELLs as share of total student population (%)	10.54%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	4	1				1								6
Push-In	0	2	2	2	1	1								8
Total	4	3	2	2	1	2	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	45	ELL Students with Disabilities	12
SIFE	1	ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	4

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	45	0	4	10	1	4	4	0	4	59

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	45	0	4	10	1	4	4	0	4	59
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	12	7	7	10	10								54
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French			1		1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1											2
TOTAL	8	13	9	8	11	10	0	59						

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	3	1	3	1	1								16
Intermediate(I)		6	2	1	6	5								20
Advanced (A)	1	4	6	4	4	4								23
Total	8	13	9	8	11	10	0	59						

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					0
4					0
5	0				0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

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

PS 57 makes use of various assessment tools to evaluate ELL literacy skills. Teachers generate multiple source assessment records for each ELLs using formal and informal data, including work samples. They include: On Demand Writing (K-2), Spanish LAB, NYC Writing

Prompt (K-5), Running Records (December & March), and DRA (Fall & Spring).

Analysis and review tools turn a vast amount of data into valuable, easily consumable information. Data offers snapshots of individual ELLs' performance, allowing teachers to track select data elements over time to make meaningful scholar goals and objectives.

The data elements are used as a strategic framework defining the characteristics of effective educational plans and cover a broad range of CCLS and rigorous school interests including assessments, student supports, supplementary services, financial expenditures, and ways of closing the achievement gap.

Data reveals scholars struggle with print awareness, decoding, phonemic awareness, summarizing, grasping details, paraphrasing, drawing conclusions, inferencing, and understanding organizational structures of writing.

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

LAB-R or NYSESLAT result analysis for the school 2012-2013 school year show 16 scholars performing at level B; 20 level I, and 23 attaining level A. Consideration to academic and social fluency in addition to NYSESLAT or LAB-R data is used to cluster ELLs homogeneously or heterogeneously for targeted area instruction.

PS 57's objective is to develop proficient scholars and support the exit-out process. We use multiple data assessment tools in order to accomplish this. For example, the 2013 Spring in-house scoring of the NYSESLAT revealed scholars in Grades 1-2 struggling in writing picture descriptions. The upper grades generally fared well in completing picture description tasks. Unlike early childhood scholars, upper grade ELLs were able to write narratives that included a setting, plot, and numerous details. Of note, their writing flowed smoothly. Yet, some upper-grade students had difficulty writing well-constructed content-based essays that flowed nicely and thus were determined to be partially proficient on the rubric writing scale.

Of note, 4 scholars in Grades K-2 achieved passing scores on the NYSESLAT, while 8 Grade 3-5 ELLs demonstrated proficiency on the exam.

NYSESLAT data from 2013's Spring exam reveals that 86% of ELLs made proficiency level progress increments. Data reveals a number of students remaining on the same proficiency level; yet an improvement can be observed in the raw scores.

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

a)

Scholars are having difficulties with:

- Inferencing (ELA)
- Summarizing (ELA)
- Drawing Conclusions (ELA)
- Paraphrasing (ELA)
- Showing work (Math)
- Evidencing their responses or steps (Math)
- Articulating "out loud" how to solve a problem (Math)
- Solving multi-step and multi-operational problems (Math)
- Persevering in solving problems (Math)

b) ELL Periodic Assessment results are used to drive instruction by School Leaders and teachers. Online score reporting systems reveal the skill and area on tests that scholars are struggling with. Upon gathering data, ESL and classroom teachers collaborate to differentiate instruction, target individual ELL needs, create groupings, and produce lessons that correlate with CCLS.

c) Periodic Assessment Data indicates Grades 3-5 need supplementary support with reading, writing, and listening. ELL teachers access interim assessment reports to create homogenous groupings according to the skill that is in further need of development. Furthermore, explicit flow of information about assessment results and implications are shared with staff members, parents, and students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

PS 57 uses data to guide instruction for ELLs within the RTI framework. Our school ensures that instruction begins with assessments that determine the necessary conditions for effectively promoting English language development. The framework is led by 5 objectives for participants: understand how RTI models supports instruction for ELLs; analyze assessment approaches alongside with required adjustments; data analysis that reveals patterns and trends; modifying the instructional core and supplemental supports for ELLs; supports at the school-level.

Our school uses documented data to divide students into the 3 RTI Tier Model Assessment System: Tier 1 (Core of Instruction) informs instructional planning and supports whole-group scholar learning and meets at least 80% of students' needs; Tier 2 (Double Dose of Instruction) Instruction targets smaller subsets (small group) of scholars, informs intervention and monitors progress; Tier 3 (Intensive Intervention) supports individualized instruction (small group or 1:1).

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

PS 57 ensures an ELLs' second language development is considered in instructional decisions. We take into consideration how much previous education the scholar has had in the U.S. or the home country. We also consider language and literacy proficiency levels in the first language and what type of support there is at home.

Subsequently, we examine if prospective general education teachers have knowledge of how to use effective second language teaching strategies and second acquisition processes for ELLs.

Furthermore, we look at extra supports that our school and network can provide to meet ELLs' social and academic language needs.

Instructional options include using the support of bilingual aides, an ESL teacher, a resource teacher, a content area teacher with ESL training, a pull-out class for targeted students, or a combined grade level class that places ELLs at a lower level at first and subsequently moved up as they gain English proficiency.

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?

NOT APPLICABLE

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

Public School 57 takes into account test scores, Student Data Promotion Portfolios assessments and the ELLs' development in the second language to determine program trends, successes, and program modifications. Individual ELL needs are addressed if gains are not being progressively made. Various aforementioned interventions are put in to effect in order to increase scholar success.

ELLs who make unsatisfactory gains are discussed at the Scholar Study Team (PLT) meetings and may be observed by our school social worker, a psychologist, a SETTS teacher, a speech teacher or other appropriate support team members. The team utilizes student data to drive meetings, discussions, students benchmark, goal setting, and performance within CCLS. Teachers, administration, and parental feedback are considered when examining the success or in-need programmatic change of the individual scholar.

In between cycles of instruction we evaluate data from:

- ELL Periodic Assessments (Fall & Spring)
- Use NYSESLAT formatted materials
- Consider informal data "kid watching"

- Scantron Performance Series

Our evaluations are transparent and calculated in an understandable manner to accurately assess overall performance and identify opportunities for student performance improvement.

We ensure that we:

- Give practitioners feedback on where they are in relation to that standard
- Provide the availability of methodologies
- Examine the development and strengths of the process and the outcomes of student work (Professional Learning Team)
- Teachers have a voice in ensuring an evaluation that accurately ties to student goals and objectives.

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](#).)

Public School 57 ensures that upon enrollment all new entrants are screened in accordance with New York State mandates.

The HLIS administered to determine if there is another language spoken at home. The HLIS is completed by the parent or guardian of each new entrant at the time of the students' initial enrollment. The school provides information for the parent or guardian in the language that they best understand and offers native language support mostly in Spanish. If the responses on the HLIS indicate that a language other than English is spoken at home or that the student understands a language other than English, then an informal interview in the native language and English is conducted by a pedagogue that speaks that language. If the informal interview indicates that the student is possibly LEP/ELL, the assessment of the students' level of English language proficiency must be conducted using the LAB-R. If the student is identified as an ELL and speaks Spanish, then the Spanish LAB is conducted to determine the ELLs native language level of proficiency.

A New York State licensed ESL English and Spanish speaking pedagogue (Mr. Perez) routinely conducts initial oral interviews in English and Spanish, oversees Home Language Identification Surveys, and manages computerized system-wide reports to identify current or potential English Language Learners (ELLs). This process entails administering the Language Assessment Battery-R (LAB-R) test within ten days of initial placement, parental orientations, as well program selection procedures.

Computerized reports (RLAT, RLER & RNMR) are frequently generated by our coordinator in order to identify entitled and non-entitled ELLs who have taken the New York State English as Second Language Achievement Test (NYSESLAT). Parents are informed in person and receive the appropriate program choice placement letters immediately after their child's NYSESLAT status eligibility is determined. In addition, the reports are used to indicate and inform parents of students who may have tested out and the type of transitional services that their child merits.

As always, we ensure that the HLIS is completed with assistance of a pedagogue.

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.

Entitlement letters are distributed to parents whose youngster(s) has been identified to receive ESL services. The letter welcomes parents to attend an orientation session where they will be informed and offered the opportunity to ask questions about educational programs and services that are available to their child.

Objective parent orientations are conducted within 10 days of registration in order for caregivers to make an informed decision regarding the program they would like their child to participate in: English as a Second Language; Transitional Bilingual; and Dual Language.

The sessions are conducted in English and Spanish by the ESL coordinator along with the Parent Coordinator and thereafter on an as-needed basis. Sessions consist of a viewing of the parent orientation video (available in other languages) that provides information on the types of ELL programs available for their children. PS 57 provides parents with literature that explains program models.

Our staff informs parents of all three program choices (Transitional Bilingual Education, Dual Language, Freestanding English as Second Language). If a trend toward other program choices develops, our school will take the necessary steps to develop these programs. Otherwise, our school ESL liaison meets with the parents and discusses various program and school locale options. The parents are then directed to the school's regional network services where placement in the desired program and school takes place.

In addition, our ESL Coordinator, Parent Coordinator, and General Education teachers make certain that parental outreach via letters (translated letters are provided as well) are distributed to ELLs. Parents are also notified directly in person, via personal phone calls or using the automated school messenger of any upcoming programmatic changes. Outreach/ reminders also takes place using the school's intercom system. This serves as a reminder to the entire in-house community of upcoming changes and updates. For instance, if TBE/DL programs should become available, all of the above mentioned procedures will be taken to alert parents of their previously selected or preferred program that was not previously available and might be presently available to put in place for students whose parents selected TBE or DL programs.

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

The ESL coordinator routinely logs and ensures that entitlement letters, parent surveys, and program selection letters are distributed and returned on a timely basis. Letters and parent surveys are collected within strict timelines. Parents are sent reminders of these matters via letters, student reminders, and telephone calls. Entitlement letters and other pertinent documents such as the HLIS are maintained in pertinent binders and in student's cumulative folders.

Orientations for newly admitted ELLs are routinely conducted. Program selection forms are completed and collected during these sessions.

Parents are provided with appropriate forms through the classroom teacher or an ESL certified teacher. In the event that a form is not returned, we send letters home to the caregivers or make telephone calls requesting they return the required form within a few days. We are flexible in scheduling parents to meet with teachers or administration in order to discuss this matter. In addition, at CS 57 we ensure that adequate information is provided to the extent possible in various languages at all parent activities and meetings.

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.

Public School 57 makes continuous efforts to communicate with parents in their native language. Our ESL coordinator and other staff members who may speak the parent's native language make efforts and contact the parents to inform them of the different instructional programs for second language learners. Moreover, the school's bilingual Parent Coordinator attends the sessions to

provide information as to the services available to parents at our school and to provide general support for the parents.

Copies of all forms, letters (including placement letters, parent survey, program selection forms, and continued entitlement letters), and contact attempts are logged and filed at the school. Original selection letters and the HLIS are placed in the student's cumulative folder. The ESL coordinator maintains a copy of the selection letters and continuation letters in a separate binder. An additional copy of the HLIS is maintained by the pupil accounting secretary in the main office. The school coordinator maintains checklists to ensure that pertinent documents have been distributed or returned. In addition, the coordinator secures that the ELPC screen on ATS is complete and updated within 20 business days of enrollment for all first-time admits to NYC schools who have been identified as ELLs via LAB-R hand scores.

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.

Public School 57 ensures that The New York State English as a Second Language Achievement Test (NYSESLAT) is administered every year in April and May to measure ELLs' growth in acquiring English. Every ELL scholar in our building participates in the NYSESLAT. The ELL team reviews ATS Reports such as the RLER report to ensure that all students who are eligible for NYSESLAT take the exam.

Strong and reliable proctors whom students are relatively familiar with administer the NYSESLAT at our site. A schedule that strictly adheres to all testing accommodations is set forth and followed.

The test is composed of 4 different modalities and is administered in 4 different grade bands. The Speaking component of the test is administered individually. Listening, Reading and Writing test components are administered to ELLs in small groups within three contiguous days. Testing logs and checklists are created and monitored to ensure that the entire ELL population completely participates in the exam. Make-up exams take place during the second testing week-window.

As always, the school ensures that all 4 components of the NYSESLAT are administered to each entitled ELL. Checklists/tables have been developed in order to cross-reference and make certain that all 4 test modalities are given to each child during the NYSESLAT testing window.

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. 

Across all grades, parent survey forms and selection letters show evidence of a vast trend toward opting for ESL programs. Presently, 13 newly admitted ELLs entered the ESL program. After evaluating their options, all parents opted for the free-standing ESL program at PS 57.

Public School 57 has not needed to align Transitional Bilingual Education and Dual Language models as a result of a general parental preference toward ESL only programming. Parents opting for settings other than Freestanding ESL are offered the choice of placing their child in the requested setting at PS 57 if a definite mandated number of requests is evident. Otherwise if unavailable, efforts are made to place the child at a site that contains the parental choice setting.

Of note, ESL and classroom teachers meet parents of ELLs throughout the school year to discuss progress or any required significant program model modifications pertinent to the scholar.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- a) PS 57 retains instructional time and ensures comprehensive growth for ELLs in the curricula areas by endorsing its data-driven Inclusion ESL/Sheltered Instruction push-in/pull-out program model, that is in accordance with CR Part 154 mandates. Teachers of ELLs follow rigorous CCLS aligned curricula to aid our scholars' development of the target language and to close the achievement gap.
- b) Building leaders endorse collaborative planning and provide ESL teachers access to work with pertinent grade level team members in order to develop units of study and supports that mirror the units being developed in the classroom. Rigorous school-wide curriculum guides and pacing calendars are adhered to and offer another structure or lens for instruction. Moreover, teachers are encouraged to keep articulation and group planning logs.

Our ELL group sizes ranges from 5 to 10 scholars. The ESL teachers are able to offer differentiated data-driven instruction that is in accordance to the child's needs and learning styles.

Our organizational model is composed of Five Grades (Kindergarten through Fifth Grade). Classes are heterogenous. They contain ELLs, Former ELLs, Transitional ELLs, General Education students, and in some cases Special Education ICT students. Our ELL scholars remain together with their class throughout the school day. Exceptions are made for newly admitted scholars or scholars in need of intervention who may benefit from pull-out mandated or supplementary services.

Numerous considerations are taken into account when grouping students. Data is examined and we consider factors such as the ELLs' language proficiency, age, SIFE status, academic performance and needs.

After reviewing the data, homogenous groupings are created wherever possible and taking into account RTI models. In some cases, mixed grouping occurs if a classroom contains an insufficient number ELLs.

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)?

Our building staff is knowledgeable of mandated ESL teaching blocks. The ESL coordinator gathers ATS reports such as the RLAT and the RLER to determine student eligibility and needs. Subsequently, placement is set up along with schedules and groupings that are designed according to the ELLs' proficiency level and modality.

Based on student proficiency levels, weekly time instruction is allotted as follows: a minimum of 360 ESL minutes for Beginning and Intermediate levels; 180 weekly ESL minutes/180 ELA minutes for Advanced level students. Teaching schedules are distributed to administrators and pertinent classroom teachers. Schedules are adhered to in order to ensure that all LEP students receive all mandated minutes of service.

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.

Our school has 2 active New York State ESL certified teachers ensuring instructional approaches and methods are in place so that content is comprehensible and meets CCLS demands. We ensure ELLs become proficient in English, the target language and prepare our ELLs not only for academic rigorous state grade assessments but also for future educational achievements by means of content area push-in/pull-out instruction that is rigorous and aligned to CCLS.

We offer scholars the opportunity to develop their social language and engage in hands-on academic activities with the numerous content areas.

Lessons are taught using ESL methodologies such as Total Physical Response(TPR), CALLA (Cognitive Academic Language Learning Approach), scaffolding, bridging, and schema building, concept mapping, and contextualization. Scholars are also exposed to Holistic Language Learning Approaches, Explicit Instruction, Inquiry Based Learning, and Interdisciplinary-based Learning. ELLs' instruction employs the same materials as our non-ELL programs and includes supplemental materials such as guided reading ESL level libraries. In addition, they are provided with optional English and native language versions of formal assessments.

To ensure success, all English Language Learners are held to the same standards as the general education population. This is accomplished using an array of instructional materials that are comprised of and provide ESL foundations, theories, and methodologies. ESL-based supplemental materials include: Santillana Intensive English, Houghton Mifflin Leveled Readers, Language Learning , and Shutterbug.

Our ELLs are exposed to mainstream classroom math (Go Math) and science texts that take ELLs language development needs into consideration. Charts, realia, manipulatives, and other approaches or tools such as field trips are employed in order to support language development.

Our students are assessed throughout the units and groupings are changed in accordance with RTI model protocols. ESL teachers provide additional oral language support for the development of academic English in all content areas.

4. a) Currently, there is 1 SIFE student at CS 57. A SIFE student's history is examined to determine any accommodations. SIFE students will be placed in ideal groups and learning environments that best meet their academic, language and social needs. We will also use funds such as Title III and resources that will enable this population to secure achievement and make essential academic gains. Supplemental services for SIFE students can include intensive ESL, extended day program, reading and math intervention, summer school participation, one-to-one tutoring and additional parental outreach.

- b) Our ESL teachers have plans, instructional goals and strategies for all ELL newcomers. The ESL teachers assist them in developing their basic interpersonal communication skills with a focus on oral language development. Our ESL teachers also work alongside classroom teachers so that the new student receives optimum support and interventions. Newcomers may be paired with a classroom teacher or "class buddy" who is proficient in the child's first and target language. The classroom teachers receive professional development and additional dialogue on ESL methodologies and strategies for fostering and maintaining a Sheltered English classroom. Interactions can range from fostering language that is relevant to everyday life situations, creating context-rich classroom environments and wait-time considerations.

Our newcomers are exposed to numerous resources such as additional time at classroom listening centers, utilizing Rosetta Stone

English Language Learning software, differentiated and age appropriate content-based supplemental materials, and native language content math books and glossaries

An instructional plan is in place in order to prepare ELLs for ELA testing after one year. Our school makes the process comfortable for the ELL. From the onset, our ELLs and parents are advised about this process. We utilize appropriate and differentiated instructional materials and ESL strategies that will help the ELL acquire the target language alongside a base that prepares them for future rigorous academic high stakes exams.

Small group instruction is provided for children determined to be at-risk of academic failure. RTI tier model are applied on an as needed basis.

We ensure that scholars are met individually in order to discuss their individual strengths and needs. Parents are also made aware of their child's performance by means of personal telephone communication, in-house conferences, or through the mail.

c) Our ESL teachers have instructional goals and plans for ELLs receiving 4-6 years of service. Appropriate ESL and strategies methodologies will be included into learning experiences that focus on weak language modalities as per NYSESLAT reports. Other relevant periodic ELA and Math related forms of concrete data will be used to drive instruction.

For the most part, this population of ELLs' strengths lie in listening and speaking comprehension. They lag in reading and writing skills. Therefore, we emphasize reading and writing. Our school uses collaborative group work and cooperative learning experiences such as jigsaw that promote problem-solving and accountable talk. Lessons provide explicit instruction in the structure of English language, background building, bridging, and academic vocabulary development.

Supplemental strategies and services are afforded for ELLs who are struggling academically. Small group activities, Wilson Reading Program, Intensive ESL, and Fordham University tutoring is provided for selected students. As always, students are also encouraged to participate in after school programs and holiday school sessions.

We stress that students are met with individually to discuss their strengths and needs and that parents are made aware of their child's 4-6 years service status and its standardized testing exemption implications.

d) CS 57 provides careful consideration for Long-Term ELLs. Aside from using ESL methodologies previously mentioned, we provide supplemental techniques, strategies and scaffold instruction.

Long term ELLs may receive additional individualized support and instruction to help meet their educational needs. Academic Intervention Services (AIS), ELA/Math support services, peer tutoring, one-to-one tutoring, counseling, Intensive ESL, and support or focus on weak linguistic modalities are considered and assigned to targeted ELLs. In addition to supplemental services, observations and data collection, Long-Term ELLs may be discussed at length by the AIS Team, upon where alternative services or programming may be assigned.

e) The ESL teacher considers IEP requirements for ELLs identified as having special needs. Math, reading, and attendance data is reviewed monthly. Supplemental services that include individual or small group sessions are held during the school day. They include: occupational and physical therapy, the development of social skills in small groups, sessions for anger management, and stress reduction sessions.

Remediation and reinforcement of concepts/subskills required to learn are emphasized. Small group differentiated ESL instruction that takes into account the child's strengths and weak linguistic modalities are taken into account when scheduling and designing a student's ESL program. Wherever possible special needs ELLs are provided with supplementary learning aids and are afforded least restrictive settings such as CTT classroom settings, after-school classes, and pull-out small guided reading activities.

Students with IEPs and students identified as "at-risk" are carefully monitored by classroom and SETSS teachers to ensure progress is made. Teachers assess ELLs periodically throughout the year. Classroom teachers and SETSS teachers meet regularly to discuss: short term goals, progress made with specific skills, differentiated instruction, modifications needed for class work, curriculum planning, implementing interventions, and to reflect on how the various interventions and modifications have worked thus far. At times, students may be decertified from some or all services over time when it is determined that all goals are met and no support services are needed.

6.

Our ELL scholars with disabilities participate in a high quality, rigorous curriculum that is CCLS aligned, culturally-relevant, and differentiated. Staff members are encouraged to participate in professional development activities directed at enhancing the outcomes of ELL-SWDs.

PS 57's ESL coordinator and the IEP teacher communicate to work together along with General Education teachers to ensure that paraprofessionals, and related personnel, such as therapists and social workers, meet the individualized scholar needs within the ELL-SWD's education programming. Beginner/Intermediate scholars receive 360 minutes of ESL instruction. Advanced scholars receive 180 minutes of ESL instructions in addition to ELA instruction. Supplemental minutes of ESL instruction are offered depending on language needs. The review of IEP mandates is generated and ESL teachers take part in reviewing annual goals and are involved in the IEP re-evaluation processes.

Teachers provide Positive Behavioral Intervention and Supports (PBIS) practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. We provide instructional expectations for all assignments in multiple formats that include written or oral.

Scholars are taught alternate strategies needed to meet standards such as different approaches to learning math, special text editing strategies, behavior management tools such as self-talk, anger management, etc.

Scholars with disabilities differentiated instruction that includes: scaffolding, learning/interest centers, manipulatives, varying the length time content completion, and encourage advanced learners to pursue topics with greater rigor, and flexible grouping (RTI).

Our teachers include supplemental curriculum materials specifically designed to help scholars acquire general education content to meet CCLS and benchmarks.

Web-based software is available for ELL-SWDs as follows (in the areas of Math and Reading). The programs are grade-level appropriate.

ELL-SWDs utilize the same grade-level materials that general education use. They include: Go Math, Ready Gen., social studies and science texts. Lessons are adapted or modified using supplemental materials and strategies to make input comprehensible.

NYSESLAT preparation is instructed within the grade band to include content curricula lessons that employ general education texts and include content material adaptations to make lessons more comprehensible and level appropriate.

When necessary, teachers re-visit curricular content and provide additional guided practice before, after, or as appropriate, during class time. Students are also provided with extended learning opportunities to increase their rate of learning.

We provide strategy cards or rubrics to remind students of the processes or steps needed to complete a task or a desired behavior. Students are also involved in monitoring and charting their own progress using clearly defined performance standards that include rubrics. Our ELL-SWDs are provided with encouragement, gentle/polite reminders, verbal prompts, and additional "wait-time."

ELL-SWDs have access to assistive technology

.

In addition, we teach and emphasize student self-advocacy skills such as testing accommodation awareness.

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

Within ten days of initial enrollment new entrants who were identified as Spanish speaking ELLs are administered the Spanish LAB (Form B) so that staff can gauge a range of skills that scholars exhibit in their native language.

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

PS 57X makes use of the ELL Periodic Assessment to determine modality gains and areas of foci for students in grades 3-5. Moreover, we will make use of Continental's New York ELLs (for the 2014 NYSESLAT) test sophistication materials to evaluate English acquisition as well as developing CCLS testing stamina.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a) Currently, there is 1 SIFE student at PS 57. We have examined the SIFE student's history to determine any accommodations. SIFE students will be placed in ideal groups and learning environments that best meet their academic, language and social needs. We will also use funds and resources that will enable this population to secure achievement and make essential academic gains. Supplemental services for SIFE students may include intensive ESL, extended day program, reading and math intervention, summer school participation, one-to-one tutoring and greater parental outreach.

b) Our ESL teachers have developed plans and instructional goals and strategies for all ELL newcomers. The ESL teachers assist them in developing their basic interpersonal communication skills with a focus on oral language development. Our ESL teachers also work alongside classroom teachers so that the new student receives optimum support and interventions. Newcomers may be paired with a classroom teacher or "class buddy" who is proficient in the child's first and target language. The classroom teachers receive professional development and additional dialogue on ESL methodologies and strategies for fostering and maintaining a Sheltered English classroom. Interactions can range from fostering language that is relevant to everyday life situations, creating context rich classroom environment and wait-time considerations.

Our newcomers are exposed to numerous resources such as additional time at classroom listening centers, utilizing Rosetta Stone English Language Learning software, differentiated and age appropriate content-based supplemental materials, and native language content math books and glossaries

An instructional plan is in place in order to prepare ELLs for ELA testing after one year. Our school makes the process comfortable for the ELL. From the onset, our ELLs and parents are advised about this process. We utilize appropriate and differentiated instructional materials and ESL strategies that will help the ELL acquire the target language alongside a base that prepares them for future high stakes exams.

Additional small group instruction is provided for scholars determined to be at-risk of academic failure.

We ensure that scholars are met individually in order to discuss their individual strengths and needs. Parents are also made aware of their child's performance by means of personal telephone communication, in-house conferences, or through the mail.

c) Our ESL teachers have instructional goals and plans for ELLs receiving 4-6 years of service. Appropriate ESL and strategies methodologies will be included into learning experiences that focus on weak language modalities as per NYSESLAT reports. Other relevant periodic ELA and Math-related forms of concrete data will be used to drive instruction.

For the most part, this population of ELLs' strengths lie in listening and speaking comprehension. They lag in reading and writing skills. Therefore, we emphasize reading and writing. Our school employs rigorous collaborative group work and cooperative learning experiences such as jigsaw that promote problem-solving and accountable talk. Lessons provide explicit instruction in the structure of English language, background building, bridging, academic vocabulary development.

Supplemental strategies and services are afforded for ELLs who are struggling academically. Small group activities, Wilson Reading Program, Intensive ESL, and Fordham University tutoring is provided for selected scholars. As always, scholars are encouraged to participate in after school programs and other celebrations.

Additionally, we stress that scholars are met individually to discuss their strengths and needs and parents are made aware of their child's 4-6 years service status its standardized testing exemption implications.

d) PS 57 provides careful consideration for Long-Term ELLs. Aside from using ESL methodologies previously mentioned, we provide supplemental techniques, strategies and scaffold instruction.

Long term ELLs may receive additional individualized support and instruction to help meet their educational needs. Academic Intervention Services (AIS), ELA/Math support services, peer tutoring, one-to-one tutoring, counseling, Intensive ESL, and support or focus on weak linguistic modalities are considered and assigned to targeted ELLs. In addition to supplemental services, observations and data collection, Long-Term ELLs may be discussed at length by the AIS Team, upon where alternative services or programming may be assigned.

e. Support plans are in effect for ELLs who have reached proficiency on the NYSESLAT. Services such as counseling, ESL push-in instructional visits, student (briefings/next steps) orientations about the exit out process, and parental outreach are carried out in order to facilitate this transition. Our school articulates with parents and students in order to make them aware of special testing accommodations that will remain for two years after attaining proficiency. Former ELLs are also encouraged to attend our after school programs. In addition, ESL teachers provide resources for lesson planning, scaffolding concepts, and academic vocabulary support to the classroom teacher so that former ELLs will continue to be provided with the necessary tools for language development.

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?

ELL students with disabilities participate in a high quality, rigorous curriculum that is CCLS aligned, culturally-relevant, and appropriately differentiated. Staff members are encouraged to participate in professional development activities directed at enhancing the outcomes of ELL-SWDs.

The ESL coordinator and the IEP teacher communicate and work together along with general education teachers to ensure that paraprofessionals, and related personnel, such as therapists and social workers, meet the individualized needs of the student within the ELL-SWD's education programming. Beginner/Intermediate students receive 360 minutes of ESL instruction. Advanced students receive 180 minutes of ESL instructions in addition to ELA instruction. Supplemental minutes of ESL instruction are offered depending on language needs. IEP review mandates is generated and ESL teachers take part in reviewing annual goals and are involved in the IEP re-evaluation processes.

Teachers provide Positive Behavioral Intervention and Supports (PBIS) practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. We provide instructional expectations for all assignments in multiple formats that include written or oral. Scholars are taught alternate strategies needed to meet standards such as different approaches to learning math, special text editing strategies, behavior management tools such as self-talk, anger management, etc.

We provide students with disabilities access to differentiated instruction that includes: scaffolding, flexible grouping, learning/interest centers, manipulatives, varying the length of time for a student to master or complete the content, and encourage advanced learners to pursue topics in greater depth.

Our teachers include supplemental curriculum materials specifically designed to help students acquire general education content to meet the standards and benchmarks that apply to all students.

ELL-SWDs utilize the same grade-level materials that general education use. They include: Go Math, Ready Gen, social studies and science texts. Lessons are adapted or modified using supplemental materials and strategies to make input comprehensible. Rigorous NYSESLAT preparation is instructed within the grade band to include content curricula lessons that employ general education texts and include content material adaptations to make lessons more comprehensible and level appropriate.

When necessary, teachers re-visit curricular content and provide additional guided practice before, after, or as appropriate, during class time. Students are also provided with extended learning opportunities to increase their rate of learning.

We provide strategy cards or rubrics to remind students of the processes or steps needed to complete a task or a desired behavior.

Scholars also monitor and chart their own progress using clearly defined performance standards that include rubrics. Our ELL-SWDs are provided with encouragement, gentle/polite reminders, verbal prompts, and additional “wait-time.” ELL-SWDs may be provided access to assistive technology and other accommodations such as a text reader to facilitate reading comprehension and efficient assignment completion. In addition, we teach and emphasize student self-advocacy skills such as testing accommodation awareness.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school provides our ELL-SWDs with specially designed curricular and instructional programming that is aligned with the general curriculum to the greatest degree possible. General and special educators of ELLs with disabilities plan collectively and collaborate to ensure success for students with disabilities. Time is offered for general and special educators to work together to develop, implement, and monitor student IEPs. Furthermore, we examine the scope and sequence of instruction to ensure general and special education teachers work toward common core state standards and benchmarks.

Teachers make use of supplemental curriculum materials specifically designed to help students acquire general education content that meets the standards and benchmarks that apply to all students. Our school provides learning/interest centers, manipulatives, visuals, grade-level and supplemental materials, varies the length of time for a student to master or complete the content, and encourage advanced learners to pursue topics in greater depth. We ensure evaluation and data collection takes place regularly so that flexible groupings and scheduling accommodations are carried out as needed.

All service providers submit and revise program placement on a regular basis to ensure flexibility so that appropriate academic services are rendered. We adhere to IEP documented recommendations to ensure that SWDs are placed in their correct setting. Non-SWDs who are ELLs re placed in ICT classrooms when appropriate and ratio of General Education to Special Education teachers is balanced. Scholars benefit from having 2 teachers in an ICT setting as they provide additional support for not only SWDs but also for non-SWDs ELLs. Of note, ELLs SWDs continue to receive their mandated units of ESL services.

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:			

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

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

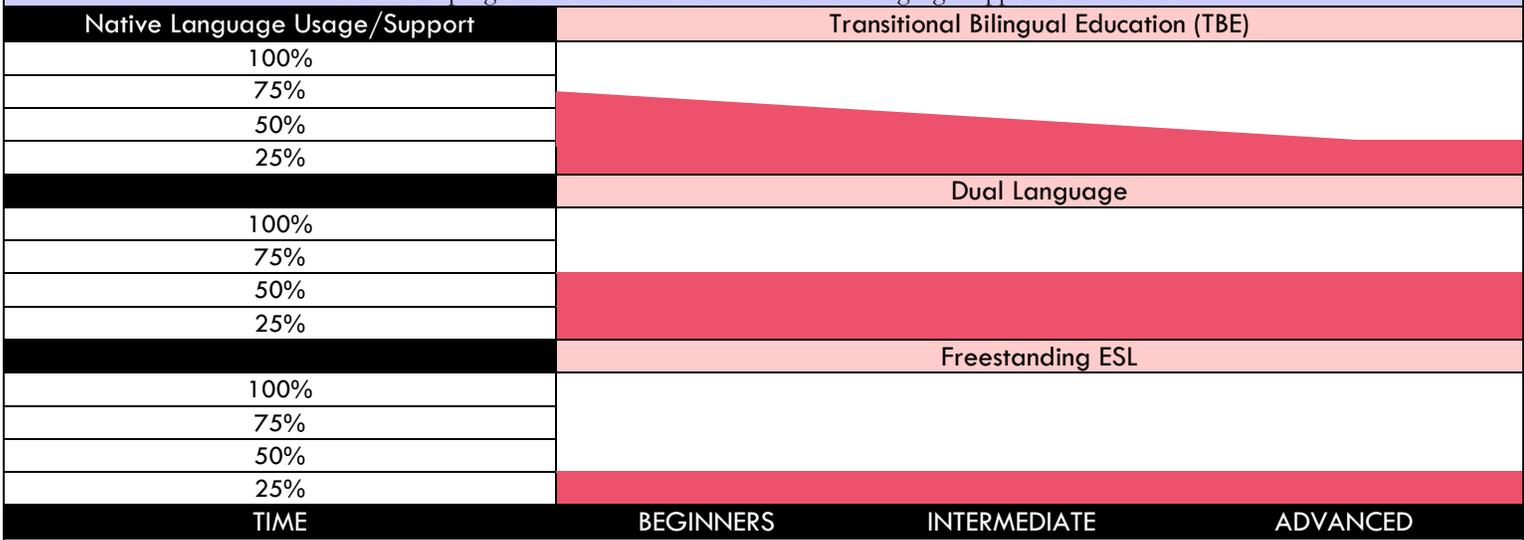
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

9. PS 57 has intervention programs in place that target ELLs in ELA, math and other content areas. ELLs learning needs are identified and groupings and strategies are applied to meet these needs. For example, in order to provide content area optimum support, ESL teachers may push into a student's science class once a week. Moreover, during guided reading push-in instruction, ESL teachers may also select to make use of guided reading books that are aligned to a certain science unit of study.

Our school offers Math AIS, ELA, and Science AIS supplemental services. The after school program also focuses on reading comprehension and writing through a thematic approach.

Our targeted intervention programs for ELLs makes use of the following materials: Words Their Way, Kaplan Advantage: New York ELA & Math, Houghton Mifflin Leveled Readers, Empire State NYSESLAT, and Rosetta Stone Language Learning Success. Intervention providers make use of charts, realia, manipulatives, and other ESL approaches that support language development and in ELA, math and other content areas.

Additional interventions include:

•ELL "Before School" Morning Programming

*Targeting Beginning ELLs (Grades K-2) Group Size: 5-8 Scholars

*Target Long-Term/At-Risk ELLs (Grades 3-5) Group Size: 5-8 Scholars

•R.E.A.D Afterschool Intervention Program for Grade 1 scholars at risk (12 current ELLs fall into this category). Sessions are twice a week for 30 minutes with a 1:1 tutoring ratio.

•S.P.I.R.E – (Grades 2-5) targets low and at-risk scholars (ELLs included). Sessions are three times a week for 30 minutes with a 5:1 ratio.

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

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

Improvements will take place during the upcoming school year at PS 57. Books and resources for teacher use and professional development will be added. Teachers and other staff will have a vast of out of the building professional development opportunities to attend and at a latter date turn-key to in-house staff members.

Moreover, students in Grades 3-5 have been provided with individual laptops. Students are able to conduct rigorous research and develop technology awareness and fluency.

Our ELLs will also have the opportunity to make museum visits and explore the language and critical thinking that is necessary for them to examine art works. Museum trips and guided tours will be integrated into the curriculum.

In addition, a music program has been reinstated at PS 57.

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

NONE

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

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 laptops and a computer laboratory. ELLs conduct internet based research, create power-point presentations and writing reports, make use of audio listening and phonics development interactive activities, access websites in teacher guided

lessons that require research. ELL push-in teachers are also equipped with I-Pads.

All classrooms from grades Pre-K through Grade 5 are equipped with Smartboards. Software (Math and Literacy) programs are employed.

Content area instruction is taught with an interdisciplinary approach. Content instruction is also infused into our ELA (Ready-Gen) and Mathematics (Go-Math) curricula. In addition, teachers make use of the NYC Science and Social Studies curricula course books.

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

Our school makes available and validates native language support and cultural activities that are particular to the child through means of art and literature. Bilingual Spanish-English books are available in the library. Teachers also train students to use tools such as “google translate” to access translation.

Our goal is to assist our ELLs construct meaning from academic materials and experiences in English while respecting their native language and its culture. Our school makes certain that we:

- determine student language strengths and limitations to establish academic needs;
- make use of native language support for content teaching in first and succeeding years through available content instructional materials;
- pair teachers who are familiar with the entitled student’s first language;
- “buddy-up” newcomers with students who are familiar with their native language
- encourage native language support from student’s peer;
- make native language books and online libraries and media resources available to students;
- create multicultural activities that value ELLs first language;
- provide bilingual glossaries;
- teach skills and strategies that assist second language acquisition (recognizing cognates).

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

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

Prior to beginning of the school year, PS 57 implements numerous activities to assist newly enrolled ELLs. ESL staff members recommend useful English language development software such as Rosetta Stone or websites that facilitate second language acquisition. Teachers are provided with strategies and methodologies that foster language development and give insights or a better understanding into the world of the second language learner. Scholars are budied-up or placed in classrooms with fluent students whom may be of assistance in the event that the language is not spoken by the classroom teacher or other pupils.

18. What language electives are offered to ELLs?

Language electives are not offered to our ELLs.

Our school makes available native language support and cultural activities that are particular to the child through means of art and literature. Bilingual Spanish-English books are available in the library. Teachers also train students to use tools such as “google translate” to access translation.

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)?

NOT APPLICABLE

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.
- 5.

1. PS 57 provides staff with professional development to support the understanding Language Allocation Policy (LAP). The ESL teachers work with other pedagogues to ensure that LAP policy foundations are understood and incorporated into daily classroom instruction.

Our ESL staff consults and works closely with ELLs' classroom teachers to discuss themes such as content area support, differentiation, and best ELL practices are best practices for all. The ESL coordinator attends professional development sessions conducted by the ELL specialist from the Children First Network 606. Rigorous CCLS aligned data-driven training is offered. Sessions are receptive of students' linguistic skills while also developing strategies to better assist our students in meeting grade-appropriate proficiency levels on the NYSESLAT as well as other New York State standardized CCLS exams.

Professional Development Sessions include a myriad of topics ranging from:

- Co-Teaching Models For Teachers of ELLs
- Examining Rigorous Instruction that is CCLS Aligned
- ELLs and Academic Language
- Effective Instruction for ELLs using an RTI Approach
- ESL strategies aligned to CCLS standards
- Scaffolding
- Teacher Talk Repertoire Awareness
- Differentiated Instruction
- Oral Language Development
- NYSESLAT Readiness

ELL Professional Development Opportunities dates include:

- 9/3/13, 9/4/13, 11/5/13, 6/2014 (Full-day Sessions)
- 10/7/13, 11/5/13, 12/9/13, 2/3/13, 4/7/13 (Half-day Sessions)
- CFN 606 PD Sessions (dates vary)
- DOE sponsored PD sessions (dates vary)

2. The ESL Coordinator attends outside professional development sessions that are offered by the NYC Department of Education and then plans professional development activities that serve to provide all staff members with methodologies that address the needs of all ELLs.

Professional development topics for this school year include:

- Developing Student's Oral Language
- Collaborative Team Teaching-ESL Strategies
- CCLS aligned Go Math Webinar
- Implementing a Successful RTI Model with English Language Learners

3. PS 57 keeps the individual scholar in mind and wants parents to make informed decisions about the best options for their child. Our ESL staff works with other staff members and parents to provide support for 5th grade scholars transitioning into middle school. Classroom teachers and ESL teachers conference with parents and scholars to discuss middle school options, program choices, mandated minutes of services and assessment accommodations such as extended time on NYS exams.

4. We offer on-site professional staff development for teachers who may not hold mandated ESL Jose P. training or content area credentials on Second Language Acquisition strategies such as scaffolding, academic language to support content area participation,

“teacher-talk” repertoire awareness, meta-linguistic skills, linguistic functions within the context of a lesson, and differentiated instruction. General Education Teachers are offered the opportunity to attend outside professional development opportunities that may exist.

D. Parental Involvement

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

1.

PS 57 feels that parental involvement extends itself beyond Parent-Teachers Conferences. Our school is a parent friendly building that welcomes and encourages parental involvement. Parents plan and engage themselves in various school community activities. They include: school gardening, seminars, workshops, fundraising, field trip activities, class celebrations, trophy award ceremonies, bake and food sales, seasonal events, and assemblies.

PS 57 feels that ELLs' parents are an integral part of the school community. We provide workshops that are translated in Spanish, the second most dominant language in the school building. Sessions address the needs of parents and target the academic expectations and promotional standards for each grade. Parents of scholars in grades 3-5 receive training on NYS assessments and also receive materials and instructional strategies that they can employ at home with their ELLs.

Our parents are offered our Parent Handbook. It includes information regarding assessment and accountability, state and city academic content standards, and serves to outline the role that parents may play in fostering ownership of scholars' educational experiences.

Learning outcomes, needs, and expectations are discussed, presented, and addressed during Parent-Teacher Conferences, workshops, teacher outreach, and assemblies. Parents have the opportunity to participate in School Leadership Team Meetings and have input during Quality Reviews. Our school keeps parents informed through monthly calendars, telephone calls and resources to better aid the child in making progress. Our parent-coordinator's efforts to maintain healthy and on-going helpful and informative relationships with parents that is outstanding.

Our school has various translators who speak English and Spanish. They include our P.A, P.C., Guidance Counselor, Administrators, School Aides, ESL Coordinator, and Office Staff.

Translated copies of forms, letters, or invites are provided to caregivers who speak languages other than Spanish and English. This includes languages such as French and Arabic. Of note, we have 4 staff members who speak French. Our school also makes use of the Automated School Messenger that delivers calls to parents in their home language. The system operates in a myriad of languages.

2.

PS 57 buddies with outside agencies and CBOs to provide workshops and services to ELL parents. They include:

•Good Shepherd Services

- a). After School Program
- b). Preventive ACS-related Workers
- c). Counseling
- d). Family Workshops

•Wellness in Schools

- a). Healthier Living Awareness
- b). Alternative Lunch Menus

3.

Our school pays close attention and evaluates the needs of ELLs' parents. Parents can meet regularly at PS 57's Parent Association room to make decisions and discuss schoolwide initiatives. School staff communicate regularly with parent leaders to discuss parental needs. Parents are surveyed formally and informally. Their elicited ideas as to the types of workshops and programs to

be initiated that address their needs and concerns are taken into serious account.

PS 57 has a parent-open door policy. When parents have a concern, they can meet with school officials and discuss alternative options. As always, our parent-coordinator is a visible staff member that is crucial in problem-solving and aiding parents in finding soluble solutions.

Moreover, our school utilizes various tools/meetings to evaluate the needs of parents. They include:

- Surveys
- Suggestion Boxes
- Phone calls
- Quality Review
- School Environment Survey
- School Leadership Meetings
- Parent Involvement Policy
- P.A. Meetings
- CEP Parental Involvement Engagements

4. Parent workshops/activities include:

- Parenting Skills
- Understanding CCLS
- Hosting Family Day Events
- Distribution of School Newsletters
- Distribution of School Calendars
- Parent Resource Center/Lending Library & Instructional Materials
- Middle School Workshop Awareness (on-going)
- Parents Literacy & Math Workshops (4 Nights)

E. Additional Information

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

Part VI: LAP Assurances

School Name: <u>PS 57</u>		School DBN: <u>12X057</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bryant Romano	Principal		1/1/01
Greta Gallas	Assistant Principal		1/1/01
Brenda Vera			
Rosemary Rodriguez	Parent Coordinator		1/1/01
Rolando Perez	ESL Teacher		1/1/01
N/A	Parent		1/1/01
Eduardo Ramos/IEP Teacher	Teacher/Subject Area		1/1/01
N/A	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X057 School Name: PS 57X

Cluster: 6 Network: 606

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.

- Our Progress Report data-findings show that 98% of parents feel that our school communicates with them in a language that they understand.
- Some findings show that some parents have experienced a disconnect due to language diversity or the possible lack of communication. We will make use of the interpretation unit's services to make adequate outreach for alternative languages such as French and Arabic.
- Bilingual Spanish and English speaking staff provide translation services.
- Parent-related activities are presented with a Spanish Translator.

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.

- Parental feedback forms and parents' comments at Parent Workshop and School Leadership Team Meetings reveal that we need to post signs in Spanish and other languages that informs parents that staff members are available to translate during meetings/conferences with teachers and at Parent Workshops.
- All letters, notices, and calendars are translated into Spanish and we will continue to do so. Our findings were discussed during SLT meetings.

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.

ATS home language indicators, HLIS, ELL Orientations for Newly Enrolled ELLs, preferred contact Language, and our school report card guide us in ensuring that:

- School staff (Paraprofessionals, Office, Bilingual Parent Coordinator, school-aides, and Administrative Staff and Pedagogues) will communicate with parents in a language they understand.
- Translated forms, letters, and notices are afforded for the minority percentage of languages.
- Translated posters are posted throughout common areas of the school building (entrance doors, halls, designated dismissal areas).
- Alerts and announcements are made to students via the school's intercom system in other languages.
- Automated School Messenger is to be utilized in accordance to the parent's preferred language of contact.
- Foster Bilingual assemblies/gatherings.
- Provide non-English participants with a copy of the CEP in Spanish.
- Provide NYC DOE Parent Handbook in English, Spanish, French, and Arabic.
- Parent Workshops are aligned with educational goals and standards are translated.

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

•Parent Workshops on data, curriculum, literacy and mathematics provide parents with opportunities to learn more about academic expectations and assessments and to understand their role in helping their children to succeed.

•In-house translators (Parent Coordinator, teachers, staff members, other parents, outside providers) will translate pertinent information at Parent Workshops, Parents' Association Meetings, School Leadership Team meetings, Parent Conferences, etc. for all parents who require information to be in Spanish.

•Efforts are made to include staff members such as the our .5 proficient French speaking Speech Teacher or our Occupational therapist. We will continue to post signs in Spanish in addition to Arabic and French in strategic common areas of the school (main entrance, main office, P.A's. Office, Parents' Room) informing parents that translation services are available in our school.

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>.

PS 57 will provide translated notifications requirements via:

- PS 57 Website
- S.L.T. Meetings with Parent Involvement
- P.A. Council Meetings
- Monthly Parent Calendar
- Automated School Messenger
- Orientation for Newly Admitted ELLs
- Utilize Bilingual staff (IEP teacher, School Psychologist, and School Social Worker) during annuals, tri-annuals, and initial meetings with parents.
- Blue cards, registration forms, and codes of conduct booklets are available in alternate languages.
- Utilized bilingual staffing so that there is no communication barrier between parents and school members at all times



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: -PS 57 Crescent	DBN: 12X057
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 53
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

Our goal at PS57 Crescent is to close the achievement gap between English Language Learners and their English Speaking peers.

Analysis of our English Language Learner population's scores for ELA and Math assessments reveals deficiencies in language arts and mathematics. The After School's program's focus will be on mastering and improving literacy skills with special attention being provided to Mathematics.

Our Title III Funds Supplemental Program for English Language Learner Scholars consists of an After School Program to help ELLs develop or improve oral language skills, build up academic vocabulary, develop phonemic awareness, and to improve reading comprehension and fluency. We will also focus on Math processing skills, computation, mathematical rational and increase knowledge in other content areas that are aligned to CCLS Standards. We want to secure that immigrant scholars meet benchmarks and are prepared for NYS and NYC high-stakes exams.

English Language Instruction will focus on the development of 4 modalities; listening, reading, writing, and speaking as well as strengthening basic content instruction. Instruction will be interdisciplinary and therefore supports Science and Social Studies with an emphasis on technology and the development of 21st-Century computer skills.

Our program will assist scholars who have received little or no formal schooling in their native countries. We aim to effectively meet the needs of English Language Learner scholars who may be more likely to drop out of school than their English-proficient peers. In addition, social skills, mentoring, and academic and career guidance will be emphasized. We will also develop and enhance multi-cultural awareness and appreciation for our English Language Learner population.

Subgroups and grade levels of students:

There are 53 targeted ELL scholars (Grades 2-5). These ELL scholars are from our General Education and Special Education population. Instruction will consist of direct ESL small group instruction (push-

Part B: Direct Instruction Supplemental Program Information

in/or pull-out).

Schedule and duration:

January 14, 2015 to May 20, 2015

- Wednesdays and Thursdays

-Hours: 2:30pm - 4:30pm

Language of instruction:

English will be the language of instruction with native language supports as needed and available.

Number and types of Certified teachers:

2 Certified ESL Teachers or Bilingual Certified Teachers

Types of materials:

- Reading/writing Materials
- Content Area-related materials
- Smart Boards
- Computers/Laptops
- Chart Tablets
- Pencils, crayons, markers
- Flash drives
- Mini-ipads
- Cameras
- Field Trips

Part C: Professional Development

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

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

Begin description here:

Professional Development sessions will be carried out over the course of the school year. Staff members (General Education and Special Education Classroom Teachers, Content Area Teachers, Guidance Staff, Administrators, Paraprofessionals, and SBSTeam members) will have the opportunity to participate in the training.

Training will be provided on Second Language Acquisition and strategies such as scaffolding, instructional strategies, academic language to support content area participation, "teacher-talk" repertoire awareness, meta-linguistic skills, such as sound-to-symbol correspondence, linguistic functions within the context of a lesson, accountable-talk stems, best practices for English Language Learners and differentiated instruction.

Teachers to receive training:

All teachers and school building members, including staff who may not hold mandated ESL Jose P. Training.

Schedule and Duration:

Lunch and Learns (10:20-11:10 or 11:15-12:05) - at least once a month by each provider

Dates: December 10th, 2014, January 14, 2015, February 11th, 2015, March 4th, 2015

- Effective Instruction for ELLs using an RTI Approach. (Providers: L. Sachs)
- Multicultural Awareness and understanding the Immigrant Child (Provider: R. Perez)

Dates: January 12, 2015, February 9, 2015

- Collaborative Team Teaching with ELL Teachers (Provider: R. Perez)

Citywide Professional Development Days (1-2 Hours) - 2 per school-year

Dates: November 4, 2014, June 4, 2015

- Collaborative Team Teaching with ELL Teachers (Provider: R. Perez)
- Understanding ELL Teaching models and best practices

Part C: Professional Development

December 8, 2014

- Fostering relationships with parents and parent engagement (Provider: R. Rodriguez)

Professional Development Offerings/Sessions for NYCDOE employees

- These sessions vary in topics and presenters. Teachers are permitted to leave the building on case by case and by means of level of interest and subject area relevance. (Providers: Office of English Language Learners Specialists & Network Support Staff (To be announced))

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale:

The goal at PS57 Crescent is to increase parental engagement and the overall climate of parental representation at the school as well as improve the level of academic and social language understood by the parents. We want to help develop multicultural awareness and appreciation by assisting our parents in understanding the academic content and student achievement standards that all scholars are expected to meet and provide supports for parents themselves to increase understanding of American culture, the English language and internalize academic and social vocabulary.

Schedule and Duration:

- January 2015 through June 2015

Topics to be covered:

- ESL classes for Parents of PS 57 ELLs (Dates: Tuesdays from 2:30pm-3:30pm beginning January 2015-April 2015) Presenter: Jairo Guzman

- We will also be introducing Parent Engagement Workshops for parents of ELLs beginning in January, 2015. This will be facilitated by our ELL teachers and a bilingual teacher Tuesday afternoon during the Parent Engagement time implemented by the city. This will be hands-on and needs-based.

Part D: Parental Engagement Activities

Session Themes:

- Parent/ELL Staff “Buddy” Session (Explaining Community-based Resources that benefit Parents of ELLs (January 20, 2015)
- Math Game(s) Session (Based on Go-Math Units of Study (January 27, 2015)
- Book of the Month Art/Puppet Making Session (February 24, 2015)
- NYSESLAT Informative Session Parents of ELLs (March 24, 2015)

Sessions will be conducted by in-housed (PS 57X) licensed ESL and Bilingual pedagogues.

How parents will be notified of these activities:

- Monthly Parent Calendar
- Staff will inform parents of on-going activities (ESL Coordinator, building pedagogues, paraprofessionals, office staff, our Bilingual Parent Coordinator, and Administrative Directors)
- Translated forms, letters, or invites will be provided to caregivers.
- PS 57 Crescent Website
- Automated School Messenger will be utilized in accordance to the parent's preferred language of contact.
- Translated posters will be posted in common areas of the school building (outside entrance doors, hallways, dismissal areas, etc.)
- Announcements, alerts, reminders will be made to scholars or visiting parents via the school’s intercom system
- Classroom staff will make announcements and reminders to scholars

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 	_____	_____

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.
<ul style="list-style-type: none"> • 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	_____	_____