

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

13K054

School Name:

P.S. 054 SAMUEL C. BARNES

Principal:

LORNA KHAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 54 School Number (DBN): 13K054
Grades Served: PK-5
School Address: 195 Sandford Street Brooklyn, New York 11205
Phone Number: (718) 834-6752 Fax: (718) 852-8129
School Contact Person: Anthony Pirro Email Address: APirro2@schools.nyc.gov
Principal: Anthony Pirro
UFT Chapter Leader: Guy Garrison
Parents' Association President: Regina Plowden-Graham
SLT Chairperson: Guy Garrison
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 13 Superintendent: Barbara Freeman
Superintendent's Office Address: 355 Park Place Brooklyn, New York 11238
Superintendent's Email Address: Bfreeman6@schools.nyc.gov
Phone Number: (718)636-3284 Fax: (718) 636-3266

Borough Field Support Center (BFSC)

Brooklyn Field Service
BFSC: Center North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-4314

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anthony Pirro	*Principal or Designee	
Guy Garrison	*UFT Chapter Leader or Designee	
Regina Plowden-Graham	*PA/PTA President or Designated Co-President	
Catherine Cadle	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michelle Tella	Member/ Teacher	
Viviana Hay	Member/ Teacher	
Carol Blades	Member/ Parent	
Wendy Tatum	Member/ Parent	
Roberta Butler	Member/ Parent	
Latashia Richmond	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 54 - The Magnet School of Environmental Studies, Technology and Community Wellness is a unique school that serves a small population of approximately 250 high needs students through the integration of our STEM magnet theme via 21st century learning skills - collaboration, community partnerships, innovation, flexible thinking and real world problem solving.

We offer a small student teacher ratio of approximately 10:1 in all classrooms. We have a Spanish dual language program in grades K-2. Each grade level from Pre-K - 5th grade has an integrated co-teaching (ICT) classroom, serving special needs students with two teachers in each class. We also have a partnership with K231, a district 75 program, the includes mainstreaming students into least restrictive environments in grades 4-5.

PS 54's School Mission Statement: The mission of PS 54 is to maintain a safe, warm and orderly environment, where all members of our school community are accepted, respected and celebrated. There will be a high degree of student growth, staff professionalism and a strong home-school connection. Through this partnership all students will be prepared to meet the challenge of the 21st century. We will provide an environment that is rich in literacy, mathematics, social studies, science, the arts and technology. PS 54 will provide differentiated and individualized instruction to meet the needs of each student. All classrooms will be child centered with opportunities for real world exploration and discoveries.

Our school focus is monitoring students' processes in all content areas by making their thinking and learning visible through discussions and work products. Our students' are involved in authentic discussions in all content areas. In science all students' collaborate and present 2 project-based learning units per year that are aligned to the Magnet theme of Environmental Science, Technology and Community Wellness.

We have begun an early grades initiative, PK-1, allowing all families to bring their child to the classroom each morning to help foster more communication between the school and home.

We have implemented a monthly "Coffee with the Principal" on the first Wednesday of every month, directly following arrival, to give voice to parent concerns and ideas, as well as to celebrate school successes and share upcoming events.

According to the Framework for Great Schools Report 2015, our areas of strength include Strong-Family Community Ties, with a score of 76% and Effective School Leadership, with a score of 69%. Our key areas of focus for the 2015-2016

school year are creating a Supportive Environment (45%) and Rigorous Instruction (50%). Within those two focus areas, we are focused on our student literacy outcomes with our lowest performing 1/3.

13K054 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	244	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		86.4%	% Attendance Rate	88.8%
% Free Lunch		88.5%	% Reduced Lunch	2.8%
% Limited English Proficient		11.2%	% Students with Disabilities	21.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.2%	% Black or African American	55.0%
% Hispanic or Latino		39.0%	% Asian or Native Hawaiian/Pacific Islander	3.2%
% White		1.6%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		9.67	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	4.94
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		11.5%	Mathematics Performance at levels 3 & 4	13.4%
Science Performance at levels 3 & 4 (4th Grade)		73.5%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
 - According to page 3 of the 2014 – 2015 Quality Review, the school needs to “refine the use of instructional strategies across classrooms and embed multiple entry points so that lessons fully challenge student thinking and student work reflects high levels of engagement.”
 - While the school maintains systems for gathering student data, there is a need for a more strategic approach to creating short and long-term goals that focus on promoting academic as well as the social emotional growth of students. These goals should be utilized to create an action plan for infusing instructional opportunities for increasing student achievement.
 - After analyzing the 2014 – 2015 Measures of Student Learning (MOSL) assessments, grade leaders and the Data Specialist collaborated to form grade specific inquiry cycles based on the students’ writing trait deficiencies.
 - After analyzing the 2015 NYS English Language Arts (ELA) scores for grades 3-5 and the Teacher’s College June MOSL Running Record assessments for grades K-5, it was determined that our focus should be on implementing rigorous literacy throughout all content areas in order to increase student performance levels and improve student progress.
 - Our current inquiry work is in need of strengthening based on the time spent and evidence gathered over the past year using the professional learning time afforded to staff.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in grades 3-5 will engage in rigorous common core aligned literacy instruction resulting in at least 16% of students in grades 3-5 increasing one performance level on the NYS ELA exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<p>All classroom teachers will analyze formative and summative reading assessments to plan targeted reading interventions for high achievers, Students with Disabilities (SWDs), English Language Learners (ELLs) and students approaching standards. Teachers will also provide targeted inquiry work for all level one and two students. The work will be supported during collaborative professional learning time after school.</p>	<p>Teachers Students</p>	<p>Weekly Friday Cross-Grade Grade level meetings in 4-6 week cycles</p>	<p>Teachers Administrators Data Specialist Brooklyn Field Support Staff</p>
<p>Students will utilize common core aligned reading assessments to assess their reading and the literacy work of their peers. Data will be stored online in the TCRWP TC Assessment Pro database and analyzed using the tools provided (charts, graphs, next steps)</p>	<p>Students</p>	<p>5x per year: September, November, January, March, June</p>	<p>Teachers Administrators Data Specialist Brooklyn Field Support Staff TCRWP Staff Developer</p>
<p>Administration of the NYC MOSL Performance Based Assessment in Writing baseline leading to the collaborative evaluation and analysis of the evidence of student learning and gaps.</p>	<p>Teachers Students</p>	<p>September 2015 – June 2016</p>	<p>Teachers</p>
<p>Parents will receive two interim progress reports which outline student proficiency levels in writing. Teachers will also use weekly parent engagement time and monthly opportunities to contact and meet with parents about student progress.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Teachers Parent Coordinator Administrators</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Classroom teachers and teacher teams will use common planning/ Monday and Tuesday Collaborative Professional Learning time to support the implementation of this goal. Per session will be provided to give teachers time to analyze assessments and formulate next steps.
- 20 per diem days (10 K-2, 10 3-5) will be used to support teachers with the TCRWP staff developers in collaborating with teachers to plan effective small group instruction, revise curricula units of study and analyze student work products to inform instruction.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Teachers will review TC running record data every other month (October, December, February, April and June) using the TC Reading and Writing Project benchmark reading levels and marking period assessments.
- At the beginning and the end of each K-5 writing unit 1 formative and 1 summative writing assessment will be administered to students and assessed using the TC writing rubrics.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
 - According to page 16 of the 2014-2015 NYC School Survey, 82% of parents either agree or strongly agree that they are greeted warmly when they visit or call the school.
 - According to page 16 of the 2014-2015 NYC School Survey, 74% of parents either agree or strongly agree that school staff encourage feedback from parents/guardians and the community.
 - The school designs a variety of learning experiences for parents such as Common Core Curriculum Nights and Parents as Math/Reading Partners consistently throughout the school year. During monthly Parents as Math/Reading Partners events, parents visit classrooms to observe and participate in reading and math lessons.
 - Parent volunteers engage with the school community by volunteering for various school events such as Hispanic Heritage Month, Parents as Reading/Math Partners, and classroom volunteers.
 - Informing and engaging parents in mathematics instruction strengthened the community as a whole as parents become stronger educational supports to children.

Needs Assessments:

- According to page 11 of the 2014-2015 NYC School Survey, only 65% of teachers feel that students in their classes almost always or often behave well in class even when the teacher isn't watching. This percentage is lower than both the city and district average.
- While the school has several ongoing partnerships with community agencies, there is a need to nurture these relationships by allocating more time to provide services to families. Additionally, the school needs to broaden our partnerships with other community agencies in order to promote academic and social emotional development to support the success of our students.
- Our school needs a comprehensive system, a common language and set of beliefs across the school in how to best address students behavioral needs. This is based on 1-on-1 teacher interviews in August and September, informal observations and documented incidents among students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

PS 54 will establish a more positive classroom and school culture where students and families feel safe, supported and academically challenged by their teachers and peers by over 50% of staff participating in Responsive Classroom professional development.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Responsive Classrooms will be contracted out to meet with over 50% of staff over the course of 4 consecutive Saturdays.</p>	<p>Teachers, School Aides, Support Staff</p> <p>YMCA support staff</p>	<p>January 9th, 16th, 23rd, 30th 2016</p>	<p>Administrators</p> <p>Teachers</p> <p>Parent Coordinator</p> <p>YMCA support staff</p>
<p>The parents of students will be updated on strategies and resources across the school through Responsive Classroom PD each month at Coffee With The Principal morning meetings and monthly PTA meetings</p>	<p>Parents</p>	<p>3rd Wednesday of every month</p>	<p>Administrators, Parent Coordinator, P.T.A., Staff, Parents</p>
<p>The school culture reinforces the model by adding leadership language displays and bulletins to hallways and classrooms that emphasize individual worth and the celebration of student’s utilization of leadership.</p>	<p>Students</p> <p>Parents</p>	<p>Monthly bulletin board updates</p>	<p>Administrators, Staff, Parent Coordinator.</p>
<p>P.S. 54 staff will collaborate together to effectively build a culture of leadership and wellness in classrooms and throughout the school. The team will utilize collaborative professional learning time scheduled to meet and review program goals and needs.</p>	<p>Teachers, Paraprofessionals, aides, support staff</p>	<p>Monthly staff meetings; Monday Professional Learning Communities</p>	<p>Administrators, Staff</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- 4 days (28 hours) of professional development from Responsive Classrooms for teachers and staff will be funded using the Magnet Grant
- Per session for all attending teachers and staff for 6 hours x 4 days will be provided.
- Tax levy funding will be used to provide books and materials to support staff in Responsive Classroom professional development.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Track the number of OORS reports for level 3 and above infractions in January 2016 and June 2016 compared to OORs reports from September 2015-January 2016.
- Amount/levels of non-OORs incidents recorded in Restorative Discipline forms
- Student wellness survey administered in January.
- Tripod Student Survey in June.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
 - According to page 4 of the 2014-2015 Quality Review, “across all grades teams, teachers are engaged in structured professional collaborations that support the implementation of the Common Core Learning Standards. The school has distributed leadership structure in place in the form of a school cabinet.”
 - According to page 7 of the * 2014 – 2015 NYC School Survey 89% of teachers agree or strongly agree that teachers work together on teams to improve their instructional practice.
 - Weekly vertical and horizontal teacher teams collaboratively plan lessons and units, strengthening teaching practices, looking at student work products for evidence of learning and gaps, and make purposeful adjustments to narrow the gap.
 - Ongoing professional development in literacy supports teachers with customizing instruction to provide students with rigorous and engaging learning activities.
 - Use of common core aligned rubrics by teachers and students to assess and revise student work products in writing.
 - Use of grade level complex texts during whole group instruction to explicitly teach students how to negotiate language features, structure, layout, purpose and meaning and knowledge demands of information and fiction texts. These features of complex texts are utilized during close reading, shared reading and read aloud to engage all students in discussions and inferential thinking requiring text based evidence.
 - Teachers use a sequence of small group sessions, inter-visitations within the building, to support student mastery of skills to move along the reading progression and up reading levels.

Needs Assessment:

- According to page 3 of the 2014-2015 Quality Review, the school needs to “refine the use of instructional strategies across classrooms and embed multiple entry points so that lessons fully challenge student thinking and student work reflects high levels of engagement.”
- According to page 9 of the 2014-2015 NYC School Survey, the school needs to “include opportunities to work productively with teachers from other schools.”
- To address the needs of all teachers, teachers are being trained in both content and pedagogical strategies to implement during both whole and small group instruction in support of the instructional focus in making student thinking visible in all content areas.
- According to page 4 of the 2014-2015 Quality Review, the school is in the process of aligning shared assessments practices so that teachers make effective adjustments to instruction and provide clear next learning steps to students in order to accelerate their thinking.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 all K-5 teachers will receive professional development in incorporating effective strategies in their pedagogical practice, which will result in 60% of at risk students, students performing at level one on the NYS Math exams, SWDs, and ELLs increasing one proficiency level on the problem solving trait of the Common Core aligned Exemplars rubric for performance based assessments in Numbers in Base Ten and Operations in Algebraic Thinking. According to our data the majority of at risk students are struggling with fluency and conceptual understanding of numbers in base ten and operations with algebraic thinking.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will participate in year-long cycles of professional learning from Teachers College, six weeks study group from BFSC and three cycles of nine to ten weeks of professional learning within the building.	Teachers and Paraprofessionals	Sept. 2015- June 2016	Principal and Assistant Principal.
Teachers will collaborate with administration to share on-going progress throughout the cycles of professional learning.	Teachers and Paraprofessionals	Sept. 2015- June 2016	Principal and Assistant Principal.
BFSC, District and Central Offices will continue to provide ongoing professional development opportunities for administration, faculty and staff.	Teachers, Paraprofessionals, Principal, Assistant Principal	Sept. 2015- June 2016	BFSC, District 13 Office of the Superintendent, Central.
Teachers will conduct NYC Math performance tasks three times a year to create a baseline, revise plans and determine next steps.	Teachers	October 2015 February 2016 May 2016	Administrators, Teachers, Testing coordinator, data specialist

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Tax Levy funds will be used to cover per-diem for staff members attending outside professional development.
- NYC Math Performance tasks
- Prep schedule changes to align to administering and scoring performance tests

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Teachers work progress will be checked over the course of each 6-8 week cycle of professional learning.
- Teachers will use professional learning time to track students’ progress quarterly through benchmark assessment.
- Monthly grade meetings will be held to review implementation of professional growth in planning, preparation and instruction.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- According to page 5 of the 2014-2015 Quality Review, the school conveys high expectations that promote parental involvement and support learning so that staff, students and families work together toward achieving school goals.
- School Leadership creates and distributes monthly letters to parents focused on academic and personal behaviors that prepare students for college and career readiness. The parent coordinator also sends out monthly calendar of events to all parents.
- Teachers send a monthly newsletter to families that is aligned to the instructional focus and measures of teacher practice. The Daily Notes reminds staff of the instructional expectations, professional learning opportunities and other important events for that day and week.

Needs Assessment:

- Although every teacher was rated effective except for one, each teacher’s next step in their progression to become highly effectively would be correlated to the number of students who show progress towards meeting grade level standards.
- Measures of Teacher Performance (MOTP) ratings do not correlate with Measures of Student Learning (MOSL). This reflects a discrepancy between students abilities to perform at or above grade level and the ratings that teachers received from school leadership in 2014-2015.
- Administrators’ support of ongoing teacher development by serving as facilitators of study groups.
- Continue to address student social emotional needs through parent education and engaging students in activities around self-regulation through Responsive Classrooms.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 Administrators will lead and/or facilitate at three cycles of collaborative professional learning resulting in an increase in rigorous instruction as determined via the Danielson Framework through components 1a, 1e, and 3c as measured by overall observation rating logged into ADVANCE.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>School leaders will conduct frequent classroom visits to provide actionable feedback, coaching, and professional development aligned to the Danielson Framework for Teaching as well as ongoing Collaborative Professional Learning Activities.</p>	<p>Teachers, Paraprofessionals</p>	<p>Sept 2015-June 2016</p>	<p>Principal and Assistant Principal</p>
<p>Teachers will participate in weekly cross-grade level meetings (K/1, 2/3 and 4/5) to focus on planning and next steps for students based on instructional outcomes.</p>	<p>Teachers</p>	<p>Every Friday October 2015-June 2016</p>	<p>Principal and Assistant Principal, Classroom Teachers, School Support Services</p>
<p>School leadership will meet 2x per year with a data coach to reflect on current school data trends and to identify next steps in the creation of an action plan.</p>	<p>Classroom Teachers, non-classroom teachers</p>	<p>October 2015 December 2015</p>	<p>Principal, Assistant Principal, Teachers, NYCLA Data coach, Sp Ed Liaison, Data specialist</p>
<p>Leadership will engage in monthly professional learning in order to support pedagogical practice, parent engagement and student learning.</p>	<p>Principal and Assistant Principal, teacher leaders, Magnet Coach</p>	<p>Monthly workshops, Monthly PLCs, Monthly parent engagement events</p>	<p>Principal, Assistant Principal, Parent coordinator, Family worker, BFSC, District 13 Office of the Superintendent, Central</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • School Leaders, Teachers, TCRWP Staff Developers, Data Specialist, and BFSC will collaborate during professional learning opportunities to promote student achievement including Magnet Grant, Tax Levy and Title I funding. • Before and after school tutorials to provide targeted instruction.

- AIS/SETSS/Guidance to support students' academic and social emotional growth.
- Per diem substitute teacher coverage to support teacher professional development on a weekly basis
- Per session (ie. TL MOSL funds) to support teachers in analyzing student data in creating action plans
- Cluster teacher schedules modified for push in to support classroom teachers in implementing action plans and conducting assessments

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- School leaders will collect observation data to plan next steps for teachers October 2015 – May 2016. The principal and assistant principal will conduct teacher observations in cycles, giving teacher feedback within 5 days of the lesson observation.
- Teachers will implement feedback immediately after post- observations with evaluators in ongoing observations cycles of at least 4-6 observations from October 2015-May 2016.
- All teachers will engage in at least 3 cycles of targeted professional learning October 2014 – May 2015.
- Additional professional learning opportunities will be provided as necessary depending on the professional growth of individual teachers.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Strengths:

- According to page 5 of the 2014-2015 Quality Review, the school promotes parental involvement and support learning so that staff, students and families work together toward achieving school goals.
- According to page 16 of the 2014-2015 NYC School Survey, 74% of parents either agree or strongly agree that the school is responsive to parent feedback.
- The school designs a variety of learning experiences for parents such as Common Core Curriculum Nights, Technology workshops, September and May Parent Meetings, Oscar Night, as well as Parents as Math/Reading Partners consistently throughout the school year. During monthly Parents as Math/Reading Partners events, parents visit classrooms to observe and participate in reading and math lessons.
- Parent volunteers engage with the school community by volunteering during the lunch periods and for various school events.
- Informing and engaging parents in mathematics instruction strengthened the community as a whole as parents become stronger educational supports to children.

Needs Assessment:

- According to page 17 of the 2014-2015 NYC School Survey, only 63% of teachers either agree or strongly agree that school staff encourage feedback from parents/guardians and the community.
- While the school has several ongoing partnerships with community agencies, there is a need to nurture these relationships by allocating more time to provide services to families. Additionally, the school needs to broaden our partnerships with other community agencies in order to promote academic and social emotional development to support the success of our students.
- There is a need to increase parental involvement across the school, as it is often the same parents that support the school and their children on a regular basis as observed by school wide events from September through October 2015.
- There is a need to support students, staff and families in the developmental stages of behavioral expectations and discipline. The understanding of language, discipline and action steps across the school is currently fragmented for students, families and staff.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

PS 54 will establish a more positive classroom and school culture where students and families feel safe, supported and academically challenged by their teachers and peers by over 50% of staff participating in Responsive Classroom professional development.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Families will collaborate with teachers and the school community to help students create projects to support common core aligned units of study.</p>	<p>Parents, Students</p>	<p>Sept 2015-June 2016</p>	<p>Administrators, Parent Coordinator, Magnet Coordinator, teachers</p>
<p>Magnet Resource Specialists will conduct parental learning opportunities that will expose parents to the school’s Magnet theme of Environmental Science, Technology and Community Wellness.</p>	<p>Parents</p>	<p>Bi-monthly recruitment committee meetings, October 2015-June 2016</p>	<p>Teachers, Administration, magnet Coordinator, Parent Coordinator</p>
<p>Parent Coordinator will facilitate bi-monthly workshops, including Coffee with the Principal, geared towards providing parents with academic and social emotional resources to promote the success of their students.</p>	<p>Parents</p>	<p>1st Wednesday of every month, October 2015-June 2016</p>	<p>Principal Parent Coordinator Teachers School based support team</p>
<p>Teachers will use parent engagement time to plan workshops for and reach out to parents in support of the school’s magnet theme</p>	<p>Parents</p>	<p>Every Tuesday, 2:30-3:10pm</p>	<p>Teachers ESL, IEP, Art, Technology, Phys Ed Library cluster teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • 4 days (28 hours) of professional development from Responsive Classrooms for teachers and staff will be funded using the Magnet Grant • Per session for all attending teachers and staff for 6 hours x 4 days will be provided

- Tax levy funding will be used to provide books and materials to support staff in Responsive Classroom professional development.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Use of teachers as facilitators of parent workshops.
- Students as facilitators of celebrations and parent meetings.
- Parent Coordinator, Magnet Resources Specialists, Staff, and Administrators will collaborate to plan rich learning experiences for parents.
- Agendas, minutes and sign in sheets will be collected at each meeting. Weekly PC meetings will look at parent attendance and ways to increase family participation.
- Parent Coordinator meetings will be conducted on a weekly basis to assess parental involvement and revise plans to improve the school-home connection.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All level one and two students	<ul style="list-style-type: none"> - Foundations - Guided reading - Shared reading - Close reading - Reading Recovery - reading Rescue - America Reads 	<ul style="list-style-type: none"> - One-to-one conferencing - Small group strategy lessons - Tutorials 	<ul style="list-style-type: none"> - Before and after school - During school day
Mathematics	All level one and two students	<ul style="list-style-type: none"> - NYC Math Performance Tasks - Tools from Exemplars, Inc. 	<ul style="list-style-type: none"> - One-to-one conferencing - Small group strategy lessons - Tutorials 	<ul style="list-style-type: none"> - Before and after school - During school day
Science	All level one and two students	<ul style="list-style-type: none"> - Shared Reading - Guided Reading - Informational Text Features <ul style="list-style-type: none"> - Close reading - Project Based Learning 	<ul style="list-style-type: none"> - One-to-one conferencing - Small group strategy lessons - Tutorials 	<ul style="list-style-type: none"> - Before and after school - During school day
Social Studies	All level one and two students	<ul style="list-style-type: none"> - Shared Reading - Guided Reading - Informational Text Features <ul style="list-style-type: none"> - Close reading - Project Based Learning 	<ul style="list-style-type: none"> - One-to-one conferencing - Small group strategy lessons - Tutorials 	<ul style="list-style-type: none"> - Before and after school - During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk students (i.e. temporary housing), teacher referral, Administrative observations	<ul style="list-style-type: none"> - Observe - Behavior Modification Plans - Parent Engagement - Referrals to outside services 	<ul style="list-style-type: none"> - Individual - Group 	<ul style="list-style-type: none"> - Before and after school - During school day <ul style="list-style-type: none"> - Parent Engagement Block

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
- School Administrators will work with BFSC and HR to ensure that all teachers are highly qualified
- Attend borough hiring fairs.
- Creation of school staff hiring committee

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
- 3 8-10 week Professional Learning Cycles focusing on: TC literacy best practices, Restorative Discipline, Project based learning and technology integration.
- Reading Rescue training for all paraprofessionals, volunteers, and other support staff
- District AP and Principal meetings
- TC Principal monthly PD meetings

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

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Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<ul style="list-style-type: none"> • The pre-kindergarten program facilitates the smooth transition of students from early childhood to kindergarten. • Set up Pre-K & K Open House to meet with parents of transitioning Pre K and K parents. • Schedule Pre-K students and parents to visit kindergarten classrooms. • Share articles about transitioning with parents.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
<ul style="list-style-type: none"> • Teachers across grades meet with administrators and choose assessments based on benchmark data gathering needs. • Professional development is provided on how to use the data from assessments to align instruction. • Testing coordinator along with admin confer in the Spring to align MOSL selections with baseline and formative assessments for the upcoming school year.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	207,157.00	X	<ul style="list-style-type: none"> • School Information Sheet pg- 11 • Budget and Resource

				Alignment- pgs: 16, 19, 22, 23
Title II, Part A	Federal	70,648.00	X	• Budget and Resource Alignment- pg: 16
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,544,254.00	X	• School Information Sheet- pgs: 11 13, 16, 19, 22

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 54]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed

to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 54]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

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

School-Parent Compact (SPC) Template

[School name], 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 13	Borough Brooklyn	School Number 054
School Name The Magnet School for Environmental Scie		

B. Language Allocation Policy Team Composition

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

Principal Anthony Pirro	Assistant Principal Elaine Drummond
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Nabil Abdel Maksoud	School Counselor Tasheema Norfleet
Teacher/Subject Area Viviana Hay	Parent Carol Blades
Teacher/Subject Area type here	Parent Coordinator Evangeline Umphery
Related-Service Provider Yvonne Cordero	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	218	Total number of ELLs	33	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	1	1	1											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL	16									0
ENL	15		6	2		1				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	7	10	6	13	3	20													0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
30

Number of students who speak three or more languages: 0

Freestanding English as a New 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	2	1	1	2	5	2								0
Chinese	1													0
Russian														0
Bengali	2			1										0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	1			2									0
Emerging (Low Intermediate)	3	2		1										0
Transitioning (High Intermediate)	2	4	2		1	1								0
Expanding (Advanced)	3		3	1	1	1								0
Commanding (Proficient)	2				1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total					1	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	3			0
5	1	1			0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	4		1						0
5		1	1						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4		1	1		1				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 P.S. 054 uses the Teachers College Reading and Writing Project TCRWP assessment tool and ECLAS-2 in order to assess the early literacy skills of our ELLs as well as all the other students in our schools. The TCRWP assessment assesses both the comprehension skills and the fluency of the students. TCRWP assessment is used several times throughout the school year; however, its first use during the months of September and October is meant to measure the early literacy skills of all our students in general and our ELLs in particular. As for ELLs in the lower grades (k-2) the TC assessments do not show a major difference between ELLs and the other English proficient students. In kindergarten, 9 of our ELLs are early emergent, and 3 are pre-emergent. 4 ELLs in grade 1 are reading at level B with Bench 1, 1 ELL is reading at level C with Bench 2 and 1 ELL is an early emergent reader. As mentioned earlier, the early literacy assessment results did not show a great difference compared to results of English proficient students who almost scored the same levels in the early literacy assessments in September and October. Based on information driven from the Language Assessment Battery – Revised (LAB-R) for New Comer ELLs, the New York State English as a Second Language Achievement Test (NYSESLAT) and previous TCRWP assessment scores, all ELLs are periodically assessed for their comprehension and literacy skills using a TCRWP assessment as their reading skills improve and the teachers the results of the assessments to place the ELL in the appropriate reading levels for independent reading. The Spanish literacy skills of the ELLs and the EPs in the Dual Language program are assessed by EL-SOL and ESTRELLITA.
 - The data from the assessments are essential because they are used to inform instruction. The first step in implementing a good literacy instruction program is to determine student baseline performance. Students enter the classroom with diverse backgrounds and skills in literacy. Some students may enter the classroom with special needs that require review of basic skills in reading, while other students may have mastered the content a teacher intends to cover. ELLs are among the groups of students that need special attention while carrying out a literacy program. Early diagnosis of their performance and the skills they lack will help the teacher to target these skills so that they can master them and that the teacher makes sure that his ELLs are not left behind.
 - Getting this important information from the data will help the school to design literacy instruction programs that meet the individual needs of each student. In addition, the information gained from the assessments enables teachers to provide exceptional students with improved access to the general education curriculum. As mentioned above, ELLs in particular need special attention which is

reflected in the educational plan of the school. As the school runs an English/Spanish Dual Language Program for the lower grades, ELLs who in the K, first and second grades who speak Spanish as their first language are placed in that program following the Program Selection Form, and are serviced by bilingual teachers in order to help them acquire the linguistic skills that help them in their studies. Lower grade ELLs whose first language is not Spanish are placed in monolingual classes and receive ENL service in the push-in and pull-out models. Upper grade ELLs receive ENL service in the push-in model; however, new comers in the upper grades receive the service in both the push-in and pull-out models.

iv. Getting this important information from the data will help the school to design literacy instruction programs that meet the individual needs of each student. In addition, the information gained from the assessments enables teachers to provide exceptional students with improved access to the general education curriculum. As mentioned above, ELLs in particular need special attention which is reflected in the educational plan of the school. As the school runs an English/Spanish Dual Language Program for the lower grades, ELLs who in the K, first and second grades who speak Spanish as their first language are placed in that program following the Program Selection Form, and are serviced by bilingual teachers in order to help them acquire the linguistic skills that help them in their studies. Lower grade ELLs whose first language is not Spanish are placed in Mono-Lingual classes and receive ENL service in the push-in and pull-out models. Upper grade ELLs receive ENL service in the push-in model; however, new comers in the upper grades receive the service in both the push-in and pull-out models

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades? Looking across the proficiency levels for the NYSESLAT, it is noticeable the majority of our ELLs (90.47%) achieved above the beginning proficiency level (old system of proficiency levels) on the NYSESLAT. The majority of the the ELLs did better in the speaking, listening and reading than the writing. Another pattern is that students progress through the proficiency levels fairly consistently over the years in the listening/Speaking modality, generally reaching proficiency within 2-3 years of service. However, the scores show that the students achieve lower scores in general and seem to collect in the advanced proficiency level in the reading/writing modality, taking a longer time to pass from the advanced to the proficient level in this modality. 13 PK who will be moving up to K, tested for NYSITELL in June, 2 of them scored proficient, 3 advanced, 3 intermediate, and 5 beginner levels.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school uses the information about Annual Measurable Achievement Objectives in order to plan for instruction and setting goals for ELLs based on the indicators shown in the AMAO tool. By comparing the target AMAO 1 and AMAO 2 to the actual AMAOs the schools achieves for the year, the school can actually identify the areas of instruction the ELLs need. For the who do not meet the AMAO, more efforts should be done with them to help them progress especially in the modalities they struggle.

The general NYSESLAT scores are divided into modality aggregates. The NYSESLAT scores are analyzed according to the oral modality (listening/speaking) and the written modality (reading/writing). Five proficiency levels are included: Entering, Emerging, Transitioning, Expanding and Commanding. Each student's score is reported in both the oral and the written modality. It is common for a student to have different proficiencies in each modality. Due to a flaw in the RNMR report, the scale scores for each modality level are not available. While the raw scores for each modality are available, an accurate analysis of proficiency according to modality is not possible without the scale scores. According to our 2015 NYSESLAT results, 5 of our 28 ELLs who took the test are at the Commanding level (17.86%). 19 ELLs (67.85%) showed progress in their scores 4 ELLs (14.29%) showed decline in their scores and 4 ELLs (17.85%) scored similar levels to what they got in 2014 NYSESLAT.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
- a. After reviewing data patterns across proficiency levels on the NYSESLAT, ELLs at PS 54 have stronger oral language development than written language development. After reviewing that data patterns across grades, ELLs at all grade levels demonstrate weakness in written language development. For ELLs, the weakness in written language development as demonstrated by results from the NYSESLAT, ELA, MATH and SCIENCE tests indicate that content area instruction as well as reading and writing instruction need to be strengthened. More explicit instruction in literary genres will be implemented. Upper grade ELLs will be exposed to a variety of content area reading materials along with strategies for understanding the concepts explained in the materials. Only one 4th grade ELL opted to take the Math and Science test in his home language (Spanish). All the other 11 ELLs in the testing grades (3-5) opted to take the Math test in English, and 3 in the 4th grade opted to take the science test in English.
- b. N. A. Last year, P.S. 054 did not administer the ELL Periodic Assessment.
- c. N. A. Last year, P.S. 054 did not administer the ELL Periodic Assessment.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- The teachers in the school use the data they collect from the NYS assessments for previous years, the assessments they do throughout the year and screening assessment they perform early in the school year. These data show that ELLs at the beginner and intermediate

levels of proficiency fall within the groups of students who need to be referred to Tier II of intervention within the RtI framework. All the students in the class get Tier I instruction and the ones who are identified as at risk, work in small group and get Tier II instruction. The progress of the students is monitored throughout the year, and ELLs who show progress move back to Tier I instruction; however, their progress is monitored to make sure they are doing the desired level of progress.

6. How do you make sure that a student's new language development is considered in instructional decisions?
For our ELL's we make sure that second language development is targeted in order for our ELL students' success. Our school makes sure that a child's second language development is being considered in instructional decisions by first evaluating their English proficiency level through formal and informal assessments, which is in accordance with NYC DOE guidance and then using that information to help guide instruction. The classroom teacher then establishes procedures for assisting all students that require native language support during all instructional lessons; for example- a partner for turn and talks will be assigned based on the student's native language. Tier I instruction and Tier 2 and 3 interventions must be culturally relevant and linguistically challenging through the focus on academic language instruction embedded into all content area learning.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 - a. Currently, we have only kindergarten, first and second grade Dual Language classes, so we do not administer the ELE yet. However, the classroom teacher assesses the EPs for second language acquisition through informal assessments and using the ESTRAELLITA. .
 - b. Our English Proficient Students in grades K-2 in the Dual Language Program are assessed in Spanish with teacher made assessments. Of the 10 EPs in K, 4 at the emerging level in the listening/speaking skills and at the entering level in the reading/writing skills, the other 6 are all at the entering level for all language skills. In grade 1, of the 13 EPs, 7 are at the emerging level in listening/speaking, and at the entering level of reading/writing, 5 at the emerging level in listening/speaking and reading/writing and 1 at the transitioning level in listening/speaking and the emerging level in reading/writing. In grade 2, of the 20 EPs, 5 are at the entering level of listening/speaking, of them 4 at the entering and 1 at the emerging levels of reading and writing. 12 at the emerging level of listening/speaking, of them 10 at the entering level of reading/writing, 1 at the emerging and 1 at the transitioning. 3 are at the transitioning level of listening/reading, of them 1 at the entering level of reading/writing and 2 at the emerging level.
 - c. Currently, we do not have State and City Assessment results for our EPs in DL program because they are in kindergarten, first grade and second grade.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our ELL program by the results of the NYSESLAT by taking into consideration how many students have tested out of the program as well those who have moved from one level of language proficiency into a higher one. Using AMAO tool helps in identifying ELLs who met AMAO 1 and show progress, and those who did not show progress and stayed at the same level of language proficiency or performed at a lower level than they did the previous year. AMAO 2 identifies the ELLs who score the Commanding Level. We compare the target percentage of AMAOs 1 and 2 with the percentage at our school for these AMAO and decide whether our programs are successful in assisting our ELL to obtain English language proficiency. We also review the detailed school Progress Report to evaluate the Adequate Yearly Progress (AYP) of our ELLs, and determine if they met the AYP as indicated on the Progress Report. We also look at the progress each of our ELLs is making in class by looking at their ELA/Math portfolios on a monthly basis and take notice of their progress and what skills that still need to be mastered and we look at teacher effectiveness.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 1. The ELL identification process has a team of staff members that take part in Identifying ELLs. The members involved are the ENL teacher Mr. Maksoud, the bilingual IEP teacher Ms. Cordero, the assistant principal Ms. Drummond, the pupil accounting secretary, Ms. Moore. First, a pedagogue interviews the student and parent to determine the student's home language. Based on an initial discussion with the parent, a HLIS in the preferred language of the parent is offered to the parent and in our school the ENL teacher Mr. Maksoud speaks Arabic and Ms. Cordero speaks Spanish and they interview parents who speak these languages. Oral translation over the phone is sought with parents who speak other languages to help Mr. Maksoud or Ms. Cordero to carry out the

interview with the student and parent. Second, based on the HLIS, the ENL teacher determines the eligibility of the child to take the New York State Identification Test for English Language Learners (NYSITELL). Third, the ENL teacher administers the NYSITELL to all eligible students, and all students who score below the Commanding level in the NYSITELL will be identified as ELLs. Finally, Ms. Cordero, the bilingual IEP teacher administers the Spanish LAB to newly identified ELLs whose home language is Spanish. All the above four steps of ELLs identification take place within 10 school days from the day of registration.

After identifying ELLs the Oral Interview Questionnaire is used for the students with interrupted formal education (SIFE) identification process to determine if an ELL has had a gap of two or more years in their formal schooling. For the ELLs who are identified as SIFE, the Literacy Evaluation for Newcomer SIFE (LENS) is administered to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. The information obtained from the results of the LENS will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

When an ELL is identified, and within 30 days after registration, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. The SIFE oral questionnaire is intended to gather information about the ELL to decide whether he/she is a SIFE or not. It includes four benchmarks: Family and Home Background, Education History, Language and Literacy Practices, and Other Questions. After asking and recording the ELLs answers, the teacher will review the student's answers and decides if the ELL is a SIFE or not. If the ELL is a SIFE, and as stated in question 1 above, the Literacy Evaluation for Newcomer SIFE (LENS) is administered to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. Teachers will also use student's work during the first 30 days to get necessary data that helps in determining if the ELL is a SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

NYSITELL eligibility for students entering school with IEPs (from within the United States) must be based on the determination of the Language Proficiency Team (LPT). The LPT is minimally comprised of school administrator: the Assistant Principal, ENL teacher, the designee of the director of special education who is also the special education coordinator and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, must be present at each meeting of the LPT (for Spanish and Arabic, bilingual teachers from the school will translate for the parent). These procedures must be used for initial entry into DOE schools or reentry after 2 years.

The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- The result of the initial identification process as appears on the HLIS and informal interview. The student's history of language use in the school and home or community
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation (20 school days for students entering with IEPs). If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder. The procedures outlined above must be completed within 10 school days of enrollment or reentry (20 school days for students entering with IEPs), including placement in an ELL program, if applicable.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After scanning the NYSITELL answer sheet, the results are obtained using the RLCB function in ATS and parents/guardians will be informed about the results of the NYSITELL, and whether their children are identified as ELLs or not within 5 days of the administering

the NYSITELL through a letter of Entitlement or a letter of Non Entitlement. These letters will be in English with a translation to the parent preferred language as indicated on the HLIS. Those who are identified as ELLs will also be provided with a Parent Survey and Program Selection Form, in which he will be able to select one of the programs available for ELLs. Copies of all correspondence with parents will be kept for documentation. Administering the NYSITELL, scanning the answer document, obtaining the results, and writing and sending the Entitlement and/or Non Entitlement letters will be done by Mr. Maksoud, the ENL teacher.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

In the letter of Entitlement that the parents receive based on the result of the NYSITELL, a paragraph is added, telling parents that if they believe that their child has been misidentified as an ELL, they can request the identification process to be re-done within 45 days for the first time of enrollment. As mentioned above, the letters are in English and the parent preferred language as indicated on the HLIS, and this is also done by Mr. Maksoud, the ENL teacher. Before sending any of these letters, 2 copies are made for each letter, one copy is kept in the student's accumulative file and one in the ENL folder maintained by Mr. Maksoud, ENL teacher.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Students who have been identified as ELLs based on their NYSITELL scores, are entitled to ELL services. Within 2 days of administering and scoring the NYSITELL, the ENL teacher, Mr. Maksoud sends home to each entitled student an entitlement letter, parent survey, program selection form and program brochure in English and the home language. The parents are invited and encouraged to attend a parent orientation session with the ENL teacher. During the orientation session, the parents watch the "Parent Orientation Video" in their native language, and receive all written materials in both English and the native language. They have the opportunity to ask questions about the video and the ELL programs offered in NYC schools. The parents are informed that they have the right to choose Transitional Bilingual Education Program, a Dual Language Program, or a Freestanding English as a New Language Program, and that the school is mandated to open a TBE class if the parents of 15 students who share the same home language across two contiguous grades request TBE. Since we do not have enough students to open a TBE class, the parents are informed that if they choose TBE or DL (in a grade other than kindergarten or first grade, both of which offer a DL program at the school), they are entitled to a transfer to another school within the district that does offer that service. The parents are informed that they then have a right to refuse the offer of transfer. If parents do not attend the parent orientation, the ESL and IEP teachers call parents at home to solicit a more convenient time for the parent to come into the school. The classroom teacher also speaks to the parent in the morning or at dismissal to inform the parent of the importance of the orientation.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

As parents complete the Parent Surveys and Program Selection Forms during the orientation session Mr. Maksoud, the ENL teacher collects them and completes the ELPC report at ATS and then the Program Selection Forms and Parent Surveys are placed in the accumulative file for each student. Parents who choose to complete the forms at home are asked to send the forms with their children the following day in the student's homework folder (or within a maximum of 5 school days), which will be picked by the homeroom teacher and given to Mr. Maksoud, ENL teacher. Parents or who do not attend the orientation session are offered another orientation session the following day, and provided with information to contact Mr. Maksoud to arrange a one on one orientation session if they cannot attend the one offered earlier. In addition, the Parent Survey and Program Selection Form in their preferred language along with the ELL Parent Guide are sent with the student in the homework folder, with a letter requesting the parent to complete the form and send with the student the following day to the homeroom teacher who gives it to Mr. Maksoud, ENL teacher. The ELPC report at ATS is completed based on the program selection form, and the form is stored in the student's accumulative file. To monitor the parent program choice, an Excel worksheet is generated based on the RLER report, and additional columns are added in which parents' first, second and third choices are inserted, and used to calculate if there is 15 or more students in two contiguous grades who speak the same home language, and if that number is available, parents whose first program choice is TBE are sent letters in both English and the preferred language informing that the school has enough number to open a TBE class and are invited to come to the school to request opening that class.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If Parent Survey and Program Selection forms are not returned to school, the school sends a "First Notice" in both English and the parent preferred language letter reminding the parent of the importance of returning the form within 2 days. If not returned within that period, the school makes phone calls in asking for the parent to return to form within 2 days. If not returned, the another call is made asking the parent to come to school to complete the form in the school. If the parent fails to return the form, a "Not Returned" column is checked next to the "Parent Survey and Program Selection Form" in Excel worksheet monitoring parent selection (described above), and the ELPC function on ATS is marked as "Form not returned".

9. Describe how your school ensures that placement parent notification letters are distributed.

After homeroom teacher as well as the ENL teacher make sure that it has been placed in the child book bag to be delivered to the parents. the "Parent Survey and Program Selection" form is collected, the ELL is placed in a program according to the program first

selection of the parent, if not the second one. ENL teacher then prepares a "Placement Letter" in both English and the parent's preferred language, informing the parent of the program his/her child has been placed in. The ENL teacher gives the letters to the homeroom teachers, who put the letters in the homework folders and makes sure that they are put in the book bags of the ELLs. The ENL makes 2 copies of each letter, one copy is placed in the ELL's cumulative file and the other in the ELLs file kept by the ENL teacher.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documentations are always duplicated and one copy is kept in the student's cumulative folder of each ELL by Mr. Maksoud, the ENL teacher with the help of the school secretary and the other one is kept by the Mr. Maksoud, ENL teacher, who keeps copies of all ELL documentations and communications with ELLs' parents. The principal, assistant principal, school secretary, ENL teacher, and homeroom teachers of ELLs have access the ELL documentations. Original HLIS completed in the initial identification process is kept in the cumulative folder of the ELL.
11. 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.
In March of each year, Mr. Maksoud, the ENL teacher gets the ATS RLER report that contains all ELLs who are eligible to take the NYSESLAT and NYSITELL. A letter is sent to all ELLs parents in English as well as in the parent preferred language, informing the parents about the dates of the NYSESLAT and encouraging parents to ensure sending their children to school on the specified dates. The School Administrator Manual is read carefully, and a testing schedule is prepared so that all the test sessions are completed within the testing window. That schedule includes a testing date and time for each grade and each of the three sessions of the NYSESLAT in addition to the speaking component. All students who take the test are marked on a roster, and a make up is scheduled for those who have not taken the test or any of its sessions.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
When the NYSESLAT scores are released, mostly at the beginning of the school year, Mr. Maksoud, the ENL teacher, prepare letters of "Continued Entitlement" based on the RLAT report and sent home. These letters are sent in English and the parents' preferred language. The letters state that the ELL will continue to receive service in the program he is enrolled in, and "Non Entitlement" letters are sent stating that the child is no longer an ELL; however, he/she will receive support for two more consecutive years.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 - i. In 2013, 6 parents chose DL and 2 chose ESL and in 2014, 5 parents chose DL, 1 parent chose ENL, and 2 parents did not return the form, thereby TBE by default. For 2015/2016, 12 kindergarten students have been identified in June, and "Parent Survey and Program Selection" forms have been sent homes. 8 of the 12 Parent Survey and Program Selection forms have been returned and 4 have not been returned yet. 6 of the 8 forms indicate a selection for Dual Language program, 5 of the students were placed in that program, and the 6th student was placed in the Freestanding ENL Program as the home language of the student is Chinese, whereas the Dual Language Program in our school is Spanish. The parents were informed that they can seek a transfer if they want, but they declined and the student was placed in the Freestanding ENL Program. 2 of the 4 students whose forms have not been returned were placed in a Freestanding ENL Program as they speak Bengali, not Spanish, and the other 2 were placed in the Dual Language Program as the school does not offer a TBE Program, the default option in their case. The trend in program choice shows a clear increase in interest in bilingual education (75% of the returned program selection forms required placement in the that program). As the DL program expands each year to include another grade, we can expect, according this trend, more parents to choose a bilingual program each year. We now have Dual Language in kindergarten, grade one and grade two.
 - ii. The programs at our school are aligned with parent requests. 83% of the 6 parents who selected placement in the Dual language program had their selection met. The 6th student (17%) could not be met as the school does not offer a dual language program in his language because the school does not have enough number of students who speak the same language and the parents were offered to seek a transfer, and the parent declined. The ENL teacher, Mr. Maksoud, keeps record of the parents' program selections, using an Excel worksheet by which the school calculates and reviews the parent selections and whether these selections have been met or not, and what other program can be offered in the school based on the selections of parents.
 - iii. In order to build alignment between parent choice and program offerings, we review the "Parent Selection Form" for each eligible ELL, and make sure that the child is placed in the program of his parent's choice. For parents who select a program that the school is not offering at the present time, the parent is offered assistance to find a school that offers the program of their choice. Parents who chose the TBE, which is not offered in our school, are informed that the school will be able to open a class for in that program if the parents of 15 students who share the same home language across two contiguous grades request TBE. Right now we do not have that number of parents who opted for that program. As mentioned above, the excel worksheet shows the number of parents who select each of the three programs offered in New York City Schools, and when the school finds an increase in the selection of a program that is not being offered in the school, we plan to open a class in that program to satisfy parents' selections.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.
 - a. Instruction in the Freestanding ENL program is delivered either in stand-alone ENL or intergrated ENL by the certified ENL teacher, Mr. Maksoud, who is dually certified. It is a common practice in our school that the ENL pushes in, rather than pulling ELLs out, and works in a stand-alone or intergrated model inside the classroom. ELLs in all grades are grouped based on their proficiency levels. ELLs at the entering level receive 2 units of mandated service, one in the stand-alone ENL model, and one in the intergrated model. ELLs at the Emerging level receive 2 units of ENL service, 0.5 unit in stand-alone ENL, 1 unit in integrated ENL/ELA and 0.5 unit of stand-alone ENL or integrated ENL/ELA/Content Area. ELLs at the Transitioning level receive 1 unite of mandated service, 0.5 unit of integrated ENL in ENL/ELA and 0.5 unit of stand-alone ENL or integrated ENL/ELA/Content Area. ELLs at the Expanding receive 1 unit of mandated service, in the integrated model in ENL/ELA or other content areas. Former ELLs (Commnading Level) receive 0.5 unit of study per week of integrated ENL, in ELA or Content Areas, or other approved services.
 - b. TBE program. *If applicable.*
N.A.
 - c. DL program. *If applicable.*
 - c. Instruction for ELLs in the DL program is delivered by bilingual teachers in grades k and 1 and in grade 2 a content area teacher and a bilingual teacher co-teach that class. The students of the same grade in the DL program are grouped as one heterogeneous class. Instruction for all students in the dual language program takes place based on 50/50 Egnlish/Spanish in which the first half of the day instruction takes place in Egnlish and the second half in Spanish in literacy and other content areas. The whole class travels together as a group, and ELLs and EPs work in herterogeneous groups within the same grade.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ELLs at each proficiency level receive the mandated number of minutes according the CR Part 154. The ENL teachers, Mr. Maksoud, generates the RLAT report in ATS, which gives the levels of proficiency of each ELL according to their scores in the NYSESLAT they had this spring. In additionand based on newly registered ELLs' scores in the NYSITELL, as revealed in the RLAT the ELLs' levels of proficiency, a schedule is prepared for each ELL in which the number of mandated minutes of instruction is met. ELLs at the entering level receive the total of 360 minutes of ENL instruction every week: 180 stand-alone ENL and 180minutesintegrated ENL/ELA, the emerging 360 minutes: 90minutesstand-alone ENL, 180minutesintegrated ENL/ELA and 90minutesstand-alone or integrated, the transitioning 180 minutes: 45minutesstandalone, 90minutesintegrated ENL/ELA, expanding 180 minutes: 0 standalone, 180 integrated, and commanding 90 minutes: 90minutesintegrated. The RLER report in ATS that lists all the ELLs in the school is also generated, and one column is added in which the levels of the proficiency of the ELLs is converted to the mandated minutes and marked next to the column of home language so that the each ELL receive the mandated minutes in addition to home language support based on proficiency level and the home language.

All ELLs in the Freestanding ENL program receive stan-alone ENL/ELA instruction and are offered support in the home language. Students in the DL program receive 50% of the instruction in English and 50% in their home language.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The classroom teacher provides instruction in the content areas using ESL methodologies and native language support in both program models. The teachers scaffold the lessons with modeling, visual and dramatized contextual support, Total Physical Response (TPR) and linguistic structure. In the DL language classroom, instruction is split 50/50, so if English is used in the morning, Spanish is used in the afternoon. This alternates each day in order to ensure that students receive instruction in both languages for each subject area. In the Freestanding ESL program, native language support is provided in the content areas. For literacy skills, the school follows the Teacher College Reading and Writing Project (TCRWP) and the teachers plan literacy units based on training they receive from TCRWP staff. For math the Envision math series for grades K-5 are used with for all grades which come with Spanish version that helps providing Spanish speaking ELLS in both programs with support in their home language. For science and

social studies, the school uses materials purchased through the magnet program.

In the Freestanding ENL program, sheltered English instruction is used by all homeroom and content area teachers as a way to make content comprehensible for the English language learners. This method is used with ELLs above the beginner/entering level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level. For ELLs at the beginner/entering level, direct and explicit ENL instruction is offered by the ENL teacher to help them acquire the basic skills of English they need.

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

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

Spanish LAB-R is administered to all Spanish speaking students who are identified as ELLs by the NYSITELL within the first several days of their registration. All ELLs have testing accommodations for exams, including translated editions, bilingual word for word glossaries, oral translation for low incidence languages, extended time, and separate location. Translations and glossaries are not permitted for the ELA. Dual Language classroom teachers evaluate all of their students formally and informally in both Spanish and English across all content areas in the classroom. In second grade DL program, the Estrellita program is used along with the formative reading and writing assessment to assess the ELL in their native language formally and informally. In first grade DL program, Tesorito, a formative informal assessment is used, and for kindergarten DL program, teacher made assessments are used to assess the early literacy skills of the ELLs in their native language. For diagnostic assessment, teachers use the Bateria III Woodcock-Muñoz which is an assessment of student progress, diagnosis of specific learning disabilities, determination of language proficiency level or language dominance, measurement of general intellectual ability. Once our DL classes reach grades 3, 4 and 5, they will be tested with the ELE, El Examen de Lectura in Espanol. The DL teachers in grades k-2 use El Sol to evaluate the students' Spanish literacy skills.

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

Based on the information obtained from the most recent NYSESLAT for existing ELLs and from the NYSITELL for the new comers, the ENL teacher plans his lessons in order to support the ELLs with the language skills they lack. Units and lessons are planned and taught to the ELLs, which will cover the areas of needs, and at the end of each unit, the ELLs will be evaluated. For most units a pre and post tests are administered in order to measure the range of development the ELLs achieve. For students who show proficiency in one or more of the four modalities, short tests and quizzes in those modalities will be administered to make sure that they are maintaining that level. In general the students are assessed in speaking and listening during the last weeks of October, December, February, and in reading and writing in the last weeks of November, January, and March.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. SIFE students are students with interrupted, little or no formal education who are at least 2 academic years behind their age group. We currently have no students who are SIFE. Our plan for future SIFE students is to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.
- Native Language Literacy instruction provided in the extended day intervention
- Encourage student to participate in after school native language literacy program.

b. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day

- An informal assessment is provided to identify possible Academic Intervention programs.
- Home/ school communication.
- Native Language Literacy instruction provided in the extended day intervention
- Encourage student to participate in after school native language literacy program.
- ELA Exempt ELLs take the periodic assessments so that they can become familiar with the format before they take the official assessment for the first time. These students spend time observing their English proficient peers as a scaffold for producing their own work.

c. Developing ELLs are targeted with the following interventions:

- Small group and differentiated instruction in the classroom.
- Extended day instruction tailored to their needs.
- Periodic Assessment to monitor progress and drive instruction.
- Encourage student to participate in after school program, targeting ELA and Math, with an emphasis on reading and writing.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- AIS support, in addition to ESL, during the day to enrich their language and academic skills.

d. Long terms ELLs are ELLs who have been unable to achieve English proficiency on the NYSESLAT after their 6th year of ELL services. We currently have no Long Term ELLs. Our future action plan for this group involves:

- An after school program, targeting reading and writing.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- AIS support, in addition to ESL, during the day to enrich their language and academic skills.

e. A 0.5 unit of study per week of integrated ENL in ELA or Content Areas or other approved services will be provided to former ELLs (Commnading/Proficient level). They will also receive ELL accommodations along with ENL support for 2 years. The support can be in the ELA or any other content area. This will include:

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Use differnet ways of grouping the former ELL, to let him interact, participate and learn with/from other studnets.
- Make sure that content is comprehensible.
- Use scaffolding to provided secure method of practicing new concepts.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

In order to ensure that the student’s academic progress has not been adversely affected by the re-identificaltion, the principal will review the Re-identification Process decision and will consult with a qualified staff member (Ms. Cordero, bilingual special education teacher and/or Mr. Maksoud ENL teacher) in the school, the parent/guardian, and the studen. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal’s decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent’s preferred language within 10 school calendar days.

8. 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?

Our policy for ELL-SWD includes:

- Small group and differentiated instruction in the classroom.
- Ensure that teachers of students with an IEP are familiar with students’ particular needs and all services are provided accordingly to the IEP mandates.
- Differentiation of instruction in all areas
- Collaboration between the ENL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services during and after school as needed.
- In order to ensure that all students are getting the support they need, the ESL teacher collaborates with the classroom teacher, shares tips and strategies on educating ELLs and provides materials for ELLs, including NYSESLAT prep materials.

An array of materials, both print and non-print, on a variety of levels are used. Leveled classroom libraries, genre based libraries, content based libraries (baskets for math, science and social studies), and computer based programs allow for

differentiated instruction. Students performing at levels 1 and 2 on the ELA use Voyager Passport materials in the extended day. The AWARD computer program is used for ELLs in the entering level in order to aid in their language acquisition and reading skills development. In addition, students have access to such websites as www.starfall.com, www.brainpop.com and www.britishcouncil.org/kids.

Materials for Math are Everyday Math Consumables with Spanish language consumables provided for students with Spanish Language literacy and/or whose parents would be enabled to help their child through the use of Spanish materials. Additionally, all students, including ELLs, are required to use Renzulli Learning. ELLs, if literate in their native language, are provided with word-to-word glossaries for use in the content areas.

Materials for Science include Harcourt and Foss (grades 3-5) and Foss (grades K-2). Students are engaged in hands-on scientific exploration in classrooms and with a science cluster teacher. Students also have access to non-fiction science libraries.

Materials for Social Studies include trade books, primary source documents and word to word glossaries for students literate in their native languages. Students have access to non-fiction texts in their classroom libraries.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teachers College Reading and Writing Workshop Model. This includes the use of high interest / low level texts. Students in grades 3-5 use I-Ready. Students in grades K-3 use AWARD. All students use the Renzulli Learning Program. Students performing at level 1 and 2 in literacy have Voyager Passport for intervention instruction. Students who are emergent/beginner readers or have difficulty decoding use Wilson Foundations as well as Month-by-Month Reading and Writing. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the NYSESLAT and Beyond
- New York State Coach: ELA
- New York State Coach: Mathematics

Technology resources available to ELLs are laptops, desktops and tablets which the ELLs can use to browse the internet as well as to use educational software and applications as instructed by their teachers. All ELLs as well as other students can use the projectors, smartboard and document cameras in presenting their projects.

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

The ENL teacher, Mr. Maksoud, and the SETS teacher, Ms. Cordero, push into the classrooms to serve the needs and mandated services of ELL-SWDs, so that students do not miss out on content area instruction. The teachers modify the curriculum according to each student's Individualized Education Plan (IEP). Based on on-going assessments throughout the year, students are evaluated to determine next steps of IEP goals. Our school has a policy of trying the least restrictive setting for each student first, only switching to more restrictive if necessary, sometimes only for certain content area instruction, instead of the entire day. We also look for students with IEP that can moved to less restrictive settings. Our school is a small one, and we have 2 classes in each grade, one a general education program and the other is ICT class. In the lower grades K, 1 and 2, the ELL-SWDs are placed in the monolingual ICT based on their IEPs. The DL class in these grades is not an ICT; if parents of an ELL with disability want place their children in the DL program, mandated services are offered to the ELL in that program. In grades 3, 4 and 5, there are 2 classes in each grade, one of them is an ICT, and if the ELL has an IEP that mandates being placed in an ICT class, he is placed in that class, and if it is not mandated that the ELL-SWD is serviced in an ICT class, based on the ELL records, the school plans with the parents if they believe that the student will be benefited from being in that ICT class where 2 teachers are working with the students.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

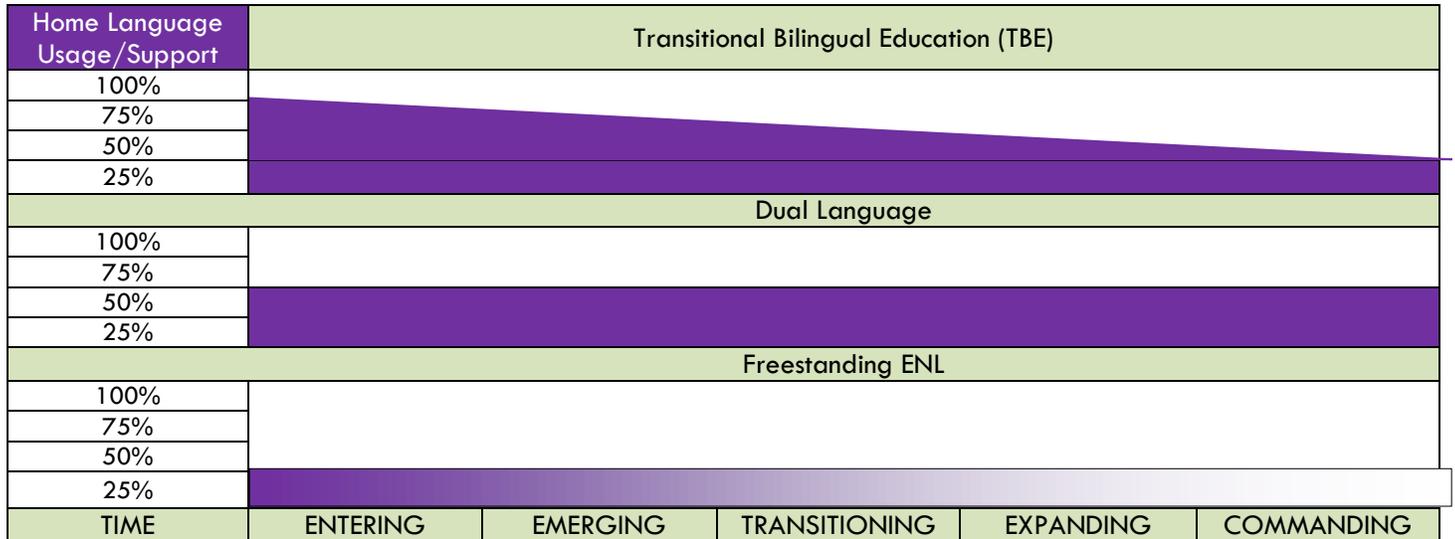


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. For ELLs with limited Spanish literacy, several opportunities are available for Native Language instruction. ELLs who enter our school in kindergarten or above without emergent literacy skills in their native language receive HLA during extended day intervention services with a bilingual pedagogue. All Spanish speaking ELLs, especially those who have never attended a Spanish speaking school, are encouraged to attend an after school HLA program. Additionally, ELLs in grades 3-5 are encouraged to participate in after school programs geared to grade appropriate curriculum and standardized exams. ELLs not achieving the benchmarks in ELA or Math receive AIS during the school day as well as additional support during extended day sessions and in the before school and after-school tutorial. During the after-school/before school tutorial which begins in November and ends by the of May, ELLs receive instruction in math 2 hours a week and ELA 2 hours a week. Internet is used for providing the supportive materials such as the Ten Marks website that offers remedial instruction and practice for ELLs with the support from a teacher. The students also use the Envision software that comes in English and Spanish and that allows students to have the textbook as well as the practice problems in both languages. For ELA, students use reading and writing software "The English Discoveries" that offers practice in the four language skills. "Brain Pop" is a internet website that is used to offer intervention in Math and ELA, as well as science and social studies. Intervention in science and social studies is offered during the school day in the home language (Spanish) by Ms. Cordero, the bilingual Sp Ed teacher.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Both the Freestanding ENL and DL programs are designed to meet the needs of ELLs in our school. The standalone model gives multiple chances for the ELLs to develop the four language skills of listening, speaking, reading and writing in addition to building academic vocabulary. They also get support in the home language by bilingual teachers. ELLs in the DL program receive the same kind of support in addition to having the content area in both the home language and English. ELLs reaching proficiency receive transitional support for 2 years including small group instruction with the ENL teacher in their classrooms when possible, extended day intervention from the classroom teacher and encouragement to participate in after school ELA and content area instruction. ELLs reaching proficiency receive testing accommodations for as long as they are entitled. The school uses different sources of data to measure the effectiveness of its current programs such as ATS reports RLAT and RNMR that give the annual gains that ELLs achieve in the NYSESLAT. AMAOs Tool that measures students gains as well as whether ELLs meet the target percentage of Commanding/proficient level for each year, are used to determine the success of the programs. The School Annual Report and the detailed report that shows the gains for ELLs in ELA and Math is also used. Fourth grade students' performance in the State Science test is also checked to measure the success of the program with ELLs. In addition, as a magnet school that has science as a focal point, the classroom teachers and the science cluster teacher prepare a set of formative and summative tests in addition to science projects to determine the effectiveness of the science program for ELLs and other English proficient students in the school. The last point also applies to social studies as teachers prepare formative, and summative, formal and informal assessments to measure the effectiveness of the program.
12. What new programs or improvements will be considered for the upcoming school year?
- There are no new programs in the upcoming school year. The school has started a magnet grant last year that will be in effect for three years. We are in the second year of the magnet program with many chances for ELLs as well as other children to learn new skills. The new imporvement that will be taking place will be in applying the new "integrated" module of in the Freestanding ENL program, in addition to following other amended CR Part 154.
13. What programs/services for ELLs will be discontinued and why?
- We will not discontinue any programs or services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All programs available to monolingual students in the school are also available to ELLs. All students take part in enrichment clusters of their choice. Enrichment clusters taken by ELLs include Sports Around the World, Drama, Latin Dance, Writer's Café and Poetry. ELLs are encouraged to participate in extracurricular activities. These include the YMCA, which is popular in the school, and which ELLs attend as well as after-school test prep for math, science and ELA.
- In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:
- After School: Our After School program offers both remediation and enrichment in Science, Mathematics, ELA, and Chess and Basketball. Additionally, we offer a Native Language Arts and Multicultural Enrichment after school program. Invitations to and information for all school programs are translated into Spanish. Spanish-speaking pedagogues call the parents of ELLs to encourage ELL participation in after school programs.
 - Parent Classes: GED, both in English and Spanish classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. The parent coordinator also offers parent workshops throughout the year.
 - Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Pajama

Read Aloud, Publishing Parties, Parents as Reading Partners, Math Games Night, Career Day, various student performances, such as Hispanic Heritage, Winter Holiday and Black History. At these events, the school and community can come together to recognize student achievements in arts and academics. At school meetings and assemblies, Spanish translation is provided by a Spanish-speaking pedagogue.

- Translation and Interpretation Services: These services are offered to increase the involvement of limited English proficiency parents. Additional funding is available to translate important policy documents, mainly in Spanish. At all meetings for parents, we have translators. All letters sent home are sent in both English and Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

- The Enrichment Program is a 1 hour weekly program that runs school wide every Friday from 1:15 to 2:15, where all students including ELLs participate in different activities offered by the teachers to give the students the chance to practice and learn a skill that the students is interested in. Chess, drawing, robotics, computer skills, are only some of the activities that ELLs receives as well as all English proficient ELLs. The school makes sure that ELLs fully share and participate in all these activities as assistant principal, Ms. Drummond, supervises these activities and makes sure all students including ELLs have full access to all the supplemental services offered in the building. To ensure the full participation of ELLs letters are sent home in English and the parents preferred languages informing them about any activity or trip offered in the school and require permission for participation in the activities

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

In order to ensure that all ELLs are held to the same high expectations established in the Common Core Standards, ELLs are given the same learning opportunities and the same quality instructional materials the mainstream students use. The instructional materials that are used are appropriate for teaching ESL and are sensitive to the language and culture of the students. Along with using the "Common Core ELA Standards" and "The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL", the ESL teacher integrates and scaffolds skills and strategies in the Reading and Writing Workshops. An array of materials, both print and non-print, on a variety of levels are used. Leveled classroom libraries, genre based libraries, content based libraries (baskets for math, science and social studies), and computer based programs allow for differentiated instruction. Students performing at levels 1 and 2 on the ELA use Voyager Passport materials in the extended day. The AWARD computer program is used for beginner level students in order to aid in their language acquisition and reading skills development. In addition, students have access to such websites as www.starfall.com, www.brainpop.com and www.britishcouncil.org/kids.

Materials for Math are Envision with Spanish language consumables provided for students with Spanish Language literacy and/or whose parents would be enabled to help their child through the use of Spanish materials. Additionally, all students, including ELLs, are required to use Acuity and Renzulli Learning. ELLs, if literate in their native language, are provided with word-to-word glossaries for use in the content areas.

Materials for Science include Harcourt and Foss (grades 3-5) and Foss (grades K-2). Students are engaged in hands-on scientific exploration in classrooms and with a science cluster teacher. Students also have access to non-fiction science libraries.

Materials for Social Studies include trade books, primary source documents and word to word glossaries for students literate in their native languages. Students have access to non-fiction texts in their classroom.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teachers College Reading and Writing Workshop Model. This includes the use of high interest/low level texts. Students in grades 3-5 use Acuity. Students in grades K-3 use AWARD. All students use the Renzulli Learning Program. Students performing at level 1 and 2 in literacy have Voyager Passport for intervention instruction. Students who are emergent/beginner readers or have difficulty decoding use Wilson Foundations as well as Month-by-Month Reading and Writing. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the NYSESLAT and Beyond
- New York State Coach: ELA
- New York State Coach: Mathematics
- New York State I-Ready both ELA and Mathematics

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Although the classroom and ENL teacher only use English for instruction in the Freestanding ENL program, the students are provided native language support when the goal of the instruction is for the student to understand a concept or strategy. Classroom teachers who speak the native Language are encouraged to provide native language support to their ELLs whenever appropriate and possible. As mandated in amended CR Part 154, 25% of instruction in the home language will be delivered to ELLs. This will be done by a bilingual teacher who knows the language of the ELLs. For example, when it is important that the student understands the literacy skill to pay attention to how the character feels, the student is provided with a translation. However, when the goal is for the student to acquire the vocabulary of character feelings, instruction is provided in English and support with visual diagrams or dramatic contextualization. Additionally, the students will express themselves in the language that would best support the lesson goal. For example, when the target is reading or writing stamina, the student will read or write in the language in which they can

be most independent. However, when the task is to talk about their favorite part of a Read Aloud, they will listen to their English proficient partners modeling dialogue and reuse the language structures to express themselves in English, or may have accountable talk with a Spanish-speaking classmate. In the DL program, instruction is delivered in both English and Spanish (50% - 50%) by the bilingual teachers. Currently we do not have a TBE program in P.S. 54.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Since support and resources take place in the ELLs' classrooms, both support and resources correspond to ELLs' ages and grade levels. When ELLs are serviced in the ENL classroom, the teacher abides by the ELA Common Core Standards as well as the ENL Standards for the appropriate grade level as well as collaborates with the classroom teachers in order to support the students in their areas of highest need. We recognize that it is very appropriate to have grade appropriate content for any level reader of every age. We have High-Interest Low-Level libraries in every classroom. When planning for an activity, purchasing new resources, and offering a service, teachers review the IEP plans to make sure that each of these items correspond to the ELL's ages and grade levels in general and ELL-SWD in particular.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

When students are registered over the summer, a staff member takes the family on a tour of the building and has an informal orientation touching on topics such as school policies, school uniform and necessary supplies. The parent and student have the opportunity to ask questions and meet the teacher if he or she is present. For ELLs who enroll throughout the school year, the ENL teacher and the bilingual SETS give orientation to the parents of the ELLs and encourage them to attend the first day or at least a couple of periods with the student in the class. During the orientation they are made aware of the programs offered in the school, the afterschool activities, the extracurricular activities and other services the school provides to the students and their families. The parent coordinator provides the parents with all available brochures or handouts that inform the parents about the school life as well as any of the DOE available rules and regulations.

19. What language electives are offered to ELLs?

We do not offer language electives.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. The Dual Language program model a self-contained one in which 50%/50%. Spanish and English are used equally for instructional time.

b. The Dual Language Kindergarten, First-Grade and Second-Grade are self-contained; therefore, the EPs and ELLs are together for 100% of the instructional day, including all content areas.

c. Language is separated for instruction by time, with one language being used in the morning and the other in the afternoon. This schedule alternates daily.

d. Emergent literacy is taught in both the child's home language and English at the same time. The majority in of the students in DL program and native speakers of English, so the teachers begins with English while supporting the Spanish speakers with Spanish so that all students ELLs and non-ELLs can benefit at the same time.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Teachers in P.S. 54 will attend workshops offered every Monday for 1 hour 20 minutes which will run in 3 different cycles. Teachers are grouped in 4 teams of 6-7 teachers who will be working with 2 facilitators on one instructional area and each cycles runs for 3 months, then each team moves to the second, the third then the fourth area. In addition, teachers will participate in Teacher College series that will offer them training in teaching reading and writing for grades k-2 and 3-5. Other PD sessions will be offered to ENL and bilingual teachers to empower their teaching skills. Below is a tentative calendar for PD sessions for 2015/2016 school year.

PD Subject	Workshop	Name of Providers	Date
Cycles 1	Integrating Technology	Jose Perez & Teri Atwell	10/5/15- 12/14/15
Cycle 2	Same as above	Same as above	12/21/15 - 3/21/16
Cycle 3	Same as above	Same as above	3/28/16 - 6/27/16
Cycle 1	STEM Project-Based Learning	P Oliver & Onika Blue	10/5/15 - 12/14/15
Cycle 2	Same as above	Same as above	12/21/15 - 3/21/16
Cycle 3	Same as above	Same as above	3/28/16 - 6/27/ 16
Cycle 1	Restorative Discipline	Anthony Pirro & Guy Garrison	10/5/15 - 12/21/15
Cycle 2	Same as above	Same as above	12/28/15 - 3/21/16
Cycle 3	Same as above	Same as above	3/28/16 - 6/27/16
Cycles 1	Literacy Best Practices using the TC Model	E. Drummond & S. Brown	10/5/15- 12/14/15
Cycle 2	Same as above	Same as above	12/21/15 - 3/21/16
Cycle 3	Same as above	Same as above	3/28/16 - 6/27/16
TCRWP Calendar Day	Launching the Year for 4th grade	Kathleen Tolan and Shana Frazin	8/27/15
TCRWP Calendar Day	Launching the Year for 5th grade	Lucy Calkins	8/27/15
TCRWP Calendar Day	Launching a State of the art Year for 1st grade	Shanna Schwartz	8/27/15
TCRWP Calendar Day	Curriculum Structures: Tools and Methods for the Year	Kathleen Tolan and Lucy Calkins	8/28/15
TCRWP Calendar Day	Getting the best possible start on new units & a new year	Natalie Louis	8/28/15
TCRWP Calendar Day	Launching a State of the art Year for 2nd grade	Shanna Schwartz	8/28/15
TCRWP Calendar Day	Setting up for the new year	Lindsay Mann	9/3/15
TCRWP Specialty Group	Powerful, Purposeful Partnerships in Reading and Writing Are the Key to Engagement, Independence, and Achievement	Rachel Rothman	9/28/15
TC Staff Development Day	K-2 TC PD Day with Brianna Parlitis	Brianna Parlitis	9/29/15
TCRWP Calendar Day	Getting Your Units of Study in Informational Reading and Writing Off to the Best Possible Start	Brooke Geller	9/29/15
TCRWP Calendar Day	Engaging Children More Deeply with Nonfiction: Structures, Strategies, and Methods to Deepen Comprehension and Engagement Across ELA and Content Areas	Linda Hoyt, Emily Butler Smith, and Alexis Czeterko	9/30/15
TCRWP Specialty Group	Boost Vocabulary Acquisition and Increase Academic Language: Embedding Vocabulary Into Read Aloud, Reading Workshop, and Writing Workshop		9/30/15
TCRWP Specialty Group	Adapting writing workshop to meet the needs of all learners including ELL's, and students with IEP's		10/5/15
TCRWP Calendar Day	Reading Nonfiction and Writing Nonfiction Chapter Books	Celena Larkey and Amanda Hartman	10/6/15
TCRWP Calendar Day	The Art of Teaching with Digital Literacies	Colleen Cruz and Lindsay Mann	10/6/15
TC Staff Development Day	K-2 TC PD Day with Brianna Parlitis	Brianna Parlitis	10/7/15
TCRWP Calendar Day	Habits and Dispositions Can Matter as Much as Reading Strategies: Use Small Group Instruction and Conferences to Increase Engagement, Intention, and Enthusiasm for Reading	Kathy Collins	10/19/15
TCRWP Calendar Day	Fifth Grade Nonfiction Text Complexity	Katie Clements	10/20/15
TC Staff Development Day	K-2 TC PD Day with Brianna Parlitis	Brianna Parlitis	10/21/15
TC Staff Development Day	K-2 TC PD Day with Brianna Parlitis	Brianna Parlitis	10/28/15
TCRWP Calendar Day	The Sky's the Limit: When Young Writers and Readers are Supported, They Amaze Us	Matt Glover, Maurice Sykes, with Shanna Schwartz	10/28/15
TCRWP Calendar Day	Bringing Kindergarteners Into Conventional Reading: Super Powers and Writing for Readers	Shanna Schwartz, others from the TCRWP Community, and Matt Glover	10/28/15

TCRWP Calendar Day	Taking the Arts Seriously: Tapping the Power of the Intersection of the Arts and Your Literacy and Social Studies Instruction to Heighten Critical Thinking, Discourse, and Global Awareness	Russell Granet, Mary Ehrenworth, and Cornelius Minor	11/2/15
TCRWP Calendar Day	Learn from a National Think-Tank on Supporting English Language Learning in Reading and Writing Units of Study	Lucy Calkins, Carla España, Amanda Hartman, Colleen Cruz, and other members of the TCRWP Community	11/3/15
TC Staff Development Day	K-2 TC PD Day with Brianna Parlitis	Brianna Parlitis	11/4/15
TCRWP Calendar Day	Supporting Nonfiction Reading, Vocabulary and Talk Through Powerful Minilessons and Read-Alouds: Unpacking a Unit of Study for First Graders	Amanda Hartman	11/6/15
TCRWP Calendar Day	What You Need To Know About Teaching Foundational Skills in Reading (and Writing, Tool)	Patricia Cunningham and Timothy Rasinski	11/19/15
TCRWP Calendar Day	What You Need To Know About Teaching Foundational Skills in Reading (and Writing, Tool)	Timothy Rasinski and Patricia Cunningham	11/19/15
TC Staff Development Day	3-5 TC PD Day with Grace Chough	Grace Chough	11/24/15
TCRWP Specialty Group	Boost Vocabulary Acquisition and Increase Academic Language: Embedding Vocabulary Into Read Aloud, Reading Workshop, and Writing Workshop		11/24/15
TCRWP Calendar Day	"The Power of Two": A Day Specifically Designed to Support ICT Teachers in Upper Grades	Marilyn Friend	12/3/15
TCRWP Calendar Day	Supporting Transitional Readers Moving into Chapter Books	Brianna Friedman-Parlitis	12/8/15
TC Staff Development Day	3-5 TC PD Day with Grace Chough	Grace Chough	12/8/15
TCRWP Calendar Day	Mixing Sources, Amplifying Voices: Crafting Writing in a Digital Age	Troy Hicks	12/11/15
TC Staff Development Day	3-5 TC PD Day with Grace Chough	Grace Chough	12/15/15
TCRWP Specialty Group	Boost Vocabulary Acquisition and Increase Academic Language: Embedding Vocabulary Into Read Aloud, Reading Workshop, and Writing Workshop		12/17/15
TCRWP Calendar Day	Danielson's "Highly Effective" Category Actually Captures What Excellent Literacy Teaching Entails: Teach in Ways That Support	Lucy Calkins, Kathleen Tolan, and Mary Ehrenworth	1/6/16
TCRWP Calendar Day	What Is the Role of Play in Literacy Development?	Valerie Geschwind and Kristi Mraz	1/6/16
TCRWP Calendar Day	Teaching Small Groups that Have BIG Impact	Shanna Schwartz and Elizabeth Dunford Franco	1/13/16
TC Staff Development Day	K-2 TC PD Day with Brianna Parlitis	Brianna Parlitis	1/25/16
TC Staff Development Day	K-2 TC PD Day with Brianna Parlitis	Brianna Parlitis	2/1/16
TCRWP Calendar Day	ELA Testing Grades 3-5	Kathleen Tolan, Janet Steinberg, Emily Butler Smith, Alexandra Marron, and Kelly Boland Hohne	2/9/16
TC Staff Development Day	3-5 TC PD Day with Grace Chough	Grace Chough	3/1/16
TC Staff Development Day	K-2 TC PD Day with Brianna Parlitis	Brianna Parlitis	3/7/16
TCRWP Specialty Group	Boost Vocabulary Acquisition and Increase Academic Language: Embedding Vocabulary Into Read Aloud, Reading Workshop, and Writing Workshop		3/10/16
TC Staff Development Day	K-2 TC PD Day with Brianna Parlitis	Brianna Parlitis	3/14/16
TC Staff Development Day	3-5 TC PD Day with Grace Chough	Grace Chough	3/15/16
TC Staff Development Day	3-5 TC PD Day with Grace Chough	Grace Chough	3/22/16
TC Staff Development Day	3-5 TC PD Day with Grace Chough	Grace Chough	4/19/16
TC Staff Development Day	3-5 TC PD Day with Grace Chough	Grace Chough	5/3/16
TCRWP Specialty Group	Boost Vocabulary Acquisition and Increase Academic Language: Embedding Vocabulary Into Read Aloud, Reading Workshop, and Writing Workshop		5/4/16
TC Staff Development Day	3-5 TC PD Day with Grace Chough	Grace Chough	5/10/16
TC Staff Development Day	3-5 TC PD Day with Grace Chough: June Planning	Grace Chough	6/2/16
TC Staff Development Day	K-2 TC PD Day with Brianna Parlitis: June Planning	Brianna Parlitis	6/3/16

Other PD sessions will include:

- Scaffolding in the content areas
- Achieving Success for ELLs: A Common Understanding of What Works
- Data Driven Instruction
- Accessing and using English Language Learner Periodic Assessment Data

- Differentiation in the classroom
- In-house Aussies mathematics PDs for both lower and upper grades
- DL teachers also receive professional development provided by the OELL

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All teachers of ELLs are encouraged to attend workshops that will help them to support ELLs as they engage in the CCLS. The Office of English Language Learners offers many well designed workshops throughout the school year and during the summer vacation that provide teachers of ELLs with the knowledge they need. Those workshops included:

- Literacy in the Dual Language Classroom
- Enacting CCLS practices to support achievement for ELLs in math.
- Reading and writing non-fiction: instructional implications for ELLs.
- Bilingual Special Education: What's special about Bilingual Special Education?
- Creating opportunities for ELLs to succeed in the Common Core: The Research-Based Approach.

These PDs support teachers in delivering common core aligned instruction by providing them with vocabulary and context strategies, assessment strategies, accessibility strategies and data analysis. Since the NYSESLAT has been aligned to the NYS ELA test, ENL need to be better prepared and equipped with the necessary skills and strategies that enable them to align their lessons to the Common Core Learning Standards, and this can only be done through well planned series of PDs that provide the teachers with what they need to successfully support their ELLs.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ENL and classroom teachers assess students' English language acquisition (using NYSESLAT and NYS ELA) and work with the guidance counselor and parents to meet the needs of students as they transition from our elementary school to their middle school. Guidance counselors assist students with placement and adjustments and connect them and their families with social and health services and provide them with valuable information as they transition from elementary school to middle school. The following are some of the activities that the guidance counselor received in order to be able to assist ELLs as they transition:

- Improving Intercultural Competence: School Counselors in Increasingly Multicultural Schools: This workshop helps school counselors improve their interactions with culturally diverse students and parents. Counselors will come out with a research-informed framework to better understand the cultural differences between students' home and the classroom.
- Academic Counseling: Enhancing Motivation to Achieve: This workshop provides school counselors with additional models and strategies for fulfilling their roles in the academic development domain of the ASCA National Model, including the use of motivational strategies in individual and group counseling for academic achievement and parent/teacher/system consultation and training regarding academic motivation issues.
- Dealing With High-Risk Students and Families: this workshop addresses the dilemmas presented by those students from difficult environments and uneven parenting. Discussion, individual and group activity, and use of media will be learning vehicles.
- School Counseling Programs: How To: This workshop focuses on the shift of the school counselor's role and function from an entitlement culture to a performance culture and the shift from focusing not only on student success but also on system change supporting student success.
- Solution-Focused Counseling in Schools: This workshop focuses on practical, solution-oriented techniques that are easily implemented in the time-conscious school environment.
- Cyber-bullying and Internet Safety: This workshop presents definitions and examples of cyber-bullying, defines state and local laws, provides an overview of the safe program, includes information concerning the latest teen uses of the Internet and group work using examples and analysis of currently used teen sites.
- Improving Intercultural Competence: School Counselors in Increasingly Multicultural Schools: This workshop helps school counselors improve their interactions with culturally diverse students and parents. Counselors will come out with a research-informed framework to better understand the cultural differences between students' home and the classroom.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

All teachers in the school will at least attend the required professional development hours prescribed by CR Part 154 (15% of the total PD hours) and which will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The office of English Language Learners provides professional development sessions and workshops that deal with these topics and the weekly e-mail from the OELL will be circulated to all teachers to select the ones that fulfill

the professional development requirements. Sign-in sheets and agendas will be kept as record keeping for in-school sessions, and copies of agendas will be kept for out of the school sessions recording.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During the first week of October, the school will prepare a schedule for meeting ELL parents individually in order to discuss the goals of the program the child is in, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. The meeting will include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Interpretation/Translation will be provided either by a bilingual teacher or by a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

Question 2: Record Keeping -

The ENL teacher will keep records of the annual school meetings with ELL parents. The record will include information such as meeting date, time, parent's name, names of teachers attending the meeting, topic discussed, method of interpretation, and list of materials provided to the parent. Any further phone calls with the parents will be documented in a timely manner, with date, time, teacher making the call, and topics discussed. The school has teaching staff who speak Spanish and Arabic and who translate to the parents to these languages. For other languages oral translation can be sought from the office of Translation and Interpretation who offers over the phone translation to the most commonly spoken languages in NYC. Written translation can also be obtained through the same office that offers free translation of documents to schools and offices of the DOE. The budget of the Translation and Interpretation service is also use to get oral and written translation for languages that can not be dealt with through the office of Translation and Interpretation.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The involvement of the parents and the family in the study and school activities of their children is very important for many reasons. Research has shown that family participation in education was twice as predictive of students' academic success as family socioeconomic status. It has also shown that the more intensely parents are involved, the more beneficial the achievement effects and the higher grades, test scores, and graduation rates the students achieve. Moreover, this results in better school attendance, increased motivation, better self-esteem, lower rates of suspension and fewer instances of violent behavior. Parent Orientation Workshops are offered to all parents in September, and ELLs parent orientation sessions are held the second week of September and throughout the school year to the parents of newly admitted ELLs. At these workshops and orientation sessions the school uniform policy, monthly calendars and all activities are explained to the parents. There is a questions and answers period available after the workshops. Translation is always available for parents in commonly spoken languages among the parents of our ELLs.

Parent Engagement:

- > Parents as Reading Partners
- > Parents as Math Partners
- > Parent Literacy library access in English and Spanish
- > Cultural events to engage parents - Hispanic Heritage celebration
- > Include parents on trips to museums

These sessions are offered by the school staff and/or by professionals appointed by the school for sessions the school does not have the qualified staff to offer.

The parent coordinator is in charge of the planning, sending invitations, and making phone calls with the parents. The parents are notified by mail, flyers, brochures, and phone calls, and the parent coordinator arranges translation for the events for the parents as he uses the ATS report Adult Preferred Language Report (RAPL) to decided the translation service required and the language in which the school does not an in house teacher to take care of. She makes sure that translation of the written and spoken communications with parents will be available in all the language spoken in our school i.e. English, Spanish, Bengali, Arabic, and Chinese.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with Community Based Organizations such as the YAMC and Brooklyn Children Museum that provide workshop to ELL parents in the afternoons. Translation will be available during workshops provided to parents in the parents' preferred language by school teachers who speak Spanish, Arabic, and other translation services will be sought through the office of

Translation and Interpretation, or a private translation provider. Parents are invited to participate the activities provided by the Community Based Organization, and to volunteer, if they have the time and ability, in the activities, and to submit suggestions regarding the activities parents would like to receive by these organizations

5. How do you evaluate the needs of the parents?

The needs of the parents are evaluated through surveys sent to the parents that explain the services the school can provide to them and which ones they might be interested in. During parent nights, teachers and administrative staff discuss with parents the different activities and services the school can facilitate for the parents. The parent coordinator makes sure that all these activities and facilities are made available to all teacher, and checks which ones are not available in the school that could be provided. Translation services will be offered in all the parents' preferred language to facilitate to parents expressing their needs during all meetings.

6. How do your parental involvement activities address the needs of the parents?

Based on the evaluation of the needs of the parents, during the meetings, surveys about activities and workshops parents would like to be offered by the school, and through direct through school visits, individual meetings with the administration and the parent coordinator, the school ensures that all activities provided to the parents will fulfill most if not all of their needs. In addition, the school always makes sure that the parental involvement is an essential part of the different activities the school provides to the students and their parents. As mentioned above, translation will be provided during parental involvement activities and the parent coordinator will ensure that translation to all the parent preferred languages are provided both orally and in writing.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>P.S. 54 The Magnet School for</u>		School DBN: <u>13K054</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Pirro	Principal		11/3/15
Elaine Drummond	Assistant Principal		11/3/15
Evangeline Umphery	Parent Coordinator		11/3/15
Nabil Abdel Maksoud	ENL/Bilingual Teacher		11/3/15
Carol Blades	Parent		11/3/15
Viviana Hay	Teacher/Subject Area		11/3/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Tasheema Norfleet	School Counselor		11/3/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Yvonne Cordero	Other <u>Related-Service Prov</u>		11/3/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **13K054** School Name: **The Magnet School for Environmental**
Superintendent: **Barbara Freeman**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Using biographical data, home language survey responses in Part III regarding parents' preference for oral and written school communication, information from applications to P.S. 54, and reviewing of ATS data (RHLA Report), we identified households wherein English may not be the primary spoken language. We also create the ATS Adult Preferred Language Report (RAPL) which lists the preferred languages adults indicate on school forms. This information was confirmed during informal interview with parents and guardians during the process of registration in addition to phone calls to the homes and as also recorded on the Blue Card. This information is updated regularly to include new the languages preferred by the parents of our new students.

- The ENL teacher studies the (RHLA) ATS report to determine the languages spoken by the families of our students.
- Parent Surveys are given every year. Several questions were specifically addressed to parents concerning how the school communicates with them.
- For new admits to the school, a trained pedagogue carries out an informal interview with the parent and student which gives a clear idea about the need of the parent for translation services.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Preferred languages for oral and written communications are English (167), Spanish (67), Bengali (8), Arabic (2), Haitian Creole (1) and Chinese (1).

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The list of documents the school distributes to families include:

- Beginning of School Year letter to parents/guardians – beginning of school year
- Monthly Letter to parents/guardians –beginning of each month
- Parent-Teacher Conferneces – November and March
- Parents' night – September and May
- Curriculum night - October
- Examination Notifications - March
- Afterschool Program Notification – Permission slips – November
- Trip Notification – Permission Slips – As necessary
- Special Occasion Celebrations – As necessary
- Letters to parents concering student behavior – As necessary
- NYSITELL notifications, NYSITELL Scores for new non-English Speaking new enrolment – September, June and as necessary
- ELL Program parent choice – as necessary
- Letters of ENL service contiuation, eligibility, program placement, or service discontinuation – as necessary

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face -to-face meetings include:

- Parent-techaer conferences - November and March
- Parnet Confernces - September and May
- Tuesday engagement parent times (every Tuesday between 2:30 - 3:10 based on schedule prepared by each teacher)
- ELLs parnet orientation sessions, within the 2 nd week of September, and when a new ELL joins the school
- As needed following a phone call from teachers/main office

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

P.S. 54 has bilingual teachers who translate necessary documents to Spanish and Arabic, and the main office keeps a roster of the bilingual teachers who might be called upon to interpret. To get translations to the other languages, the school gets the support of the Translation and Interpretation Unit (TIU), NYC DOE for both oral and written translation/interpretation. In order to be able to get necessary documents translated in a timely manner, the school plans ahead and makes sure that translation requests are sent in a timely manner. The Translation and Interpretation Unit form is used to email the documents to be translated 10 days at least prior the due time. Since the Translation and Interpretation Unit offers translation in the other languages spoken in our school, all of our translations are done either in the school or through the TIU or in-house by our bilingual staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The Identified interpretation needs will be provided by over-the-phone interpreters via the Translation and Interpretation Unit. The Translation and Interpretation Unit offers interpretations in the languages spoken by the families of our students, in addition to the bilingual staff in our school will interpret to Spanish and Arabic.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Early in the school years, teachers are informed about the translation and interpretation services offered by the Translation and Interpretation Unit over the phone. In addition, copies of the T&I brochure are distributed to the teachers along with the Language Identification Card that helps the teachers to identify the language they are asking interpretation for. One of the PD sessions held each Tuesday, (3:100 - 3:45) will be used to provide school staff of the translation services offer by the TIU, and they can reach that office to get written and oral translation and interpretation. All teachers will also receive a copy of the "I speak" card which could help the parents to provide teachers with the language they speak, and that also contains the phone number of the TIU to get required interpretation.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents whose primary language is a covered language and who require language assistance services will be provided with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. A sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services will be posted on the door of the main office. The school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. Since the languages spoken by families of all our non-English speaking students are covered by translations from the TIU, those families will be notified about the availability of translation and interpretation services and how to access such services. All notification documents can be found at the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will gather feedback from parents on the quality of the availability of service through the use of parents' survey which will be designed by the school. The survey will be offered in the languages spoken by the parents of our students. In addition, during parents' night and other meetings, parents will be encouraged to discuss and express their opinions regarding the quality of the services offered in the school which will be recorded and later discussed with the school staff in addition to the summary of results collected from the survey. The school will also schedule a meeting for a focus group of parents inclusive of all cultures and languages represented in your school to gather feedback and best practices on communicating with families so that the school can better offer the needed translation and interpretation based on parents preferences.