

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q054

School Name:

P.S. 054 HILLSIDE

Principal:

ANITA PRASHAD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Hillside School School Number (DBN): 28Q054
Grades Served: K-5
School Address: 86-02 127th Street Richmond Hill, NY 11418
Phone Number: 718-849-0962 Fax: 718-847-4629
School Contact Person: Anita Prashad Email Address: APrasha@schools.nyc.gov
Principal: Mrs. Anita Prashad
UFT Chapter Leader: Mrs. Michelle Pepe
Parents' Association President: Ms. Bibi Shabana Mohamed
SLT Chairperson: Mrs. Rianti Budhu
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ms. Zorina Khan
Student Representative(s):

District Information

District: 28 Superintendent: Mabel Muniz-Sarduy
Superintendent's Office Address: 90-27 Sutphin Blvd. Jamaica, NY 11435
Superintendent's Email Address: MSarduy@schools.nyc.gov
Phone Number: 718-557-2622 Fax:

Borough Field Support Center (BFSC)

BFSC: Queens Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Blvd. Ozone Park, NY 11416
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 917-714-9943 Fax:

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)
Anita Prashad	*Principal or Designee	
Michelle Pepe	*UFT Chapter Leader or Designee	
Bibi Shabana Mohamed	*PA/PTA President or Designated Co-President	
Rianti Budhu	DC 37 Representative (staff), if applicable	
Zorina Khan	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	
Nita Debah	Member/ parent	
Kamalwattie Ramessar	Member/ parent	
Linda Boodram	Member/ parent	
Beth Useloff	Member/ teacher	
Monique Jefferies	Member/ DC 37	
	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.

At P.S. 54Q – The Hillside School, we believe that all children can succeed and learn best when immersed in a safe, risk-free environment where they can interact with each other in partnerships and small groups; developing as critical thinkers, and able to apply their learning to real life situations.

Our mission is to set high expectations for success. We take pride in ourselves and celebrate teamwork. We demonstrate compassion, commitment and a strong sense of community. We work together to ensure our children are strong, independent critical thinkers, ready to meet the challenges of a rigorous curriculum and a global society.

Our school-wide instructional focus for the 2015-2016 school year is to develop deeper critical thinkers and strengthen real world applications of concepts learned. Varied assessments (formative/summative) will inform daily instruction and design of cognitively demanding tasks that allow students to communicate their understandings. Our shared practices will reflect strategic questioning; stimulating discussions; and reflective writing; supported by checklists/rubrics.

We have developed partnerships with LEAP (Learning through an Expanded Arts Program), CUNY Creative Arts Team, Cornell University Cooperative Education for Nutrition and Parenting, The Home Depot, Valley National Bank, Key Food, St. Mary's Children Hospital, Queens District Attorney's office and City Harvest.

Our current enrollment is 587 students. Approximately one-fourth of our population are students learning English as a New Language. Seven percent of our student population are receiving services under the Special Education Continuum. Our major ethnicities represented are students of Hispanic and Asian heritage. We continuously strive to know, support and move all our students towards meeting their learning targets. Our staff participates in ongoing professional development opportunities with specific emphasis on those strategies and techniques that will best support our students to improve outcomes. Particular attention is paid to our ENLs (English as a New Language) and SWDs (Students with Disabilities) to help them make greater gains as NYS test results indicate many are performing at a Level 1 and 2 for ELA and Math.

28Q054 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	599	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	75.4%	% Attendance Rate		92.2%
% Free Lunch	63.2%	% Reduced Lunch		2.4%
% Limited English Proficient	26.5%	% Students with Disabilities		15.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	3.3%	% Black or African American		7.3%
% Hispanic or Latino	50.6%	% Asian or Native Hawaiian/Pacific Islander		34.7%
% White	3.5%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.17	# 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)		3.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.98
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	24.7%	Mathematics Performance at levels 3 & 4		43.0%
Science Performance at levels 3 & 4 (4th Grade)	79.8%	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
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.

After analyzing all our ELA data, we noticed the following trends in our students’ outcomes:

Strengths:

- analyzing connections and relationships among story elements, ideas and events in a text
- utilizing text structures to better aid in comprehension
- evaluating the author’s purpose and point of view to understand content and style

Weaknesses:

- summarizing the main topics or ideas in a text
- determining the meaning of key phrases and words in a text concentrating on academic and domain specific vocabulary
- identifying the reasons and evidence that an author gives to support the essential points made in a text

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, 15% of all students will demonstrate a deeper understanding of content within literary and informational text as measured by beginning, middle and end of year benchmarks; as measured by one proficiency level increase on the MOSL Performance Task Rubric (Gr. K-2)and one performance level increase on the NYS Common Core ELA Assessments (Gr. 3-5.)

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 Rigorous Instruction and the Common Core in order to support their children at home. 	<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>-teachers will unpack the standards for literary and informational texts in order to design coherent instruction.</p> <p>- teachers will develop competencies in designing coherent instruction; questioning and discussions that embed academic and domain specific vocabulary; and use of formative and summative assessments</p> <p>- teachers will collaboratively plan common core aligned lessons incorporating Project Based Learning using UDL strategies, Differentiated Instruction and Depth on Knowledge principles.</p> <p>- teachers will be regularly observed to assess and ensure implementation of lessons that include multiple entry points and instructional scaffolds to support students, as they tackle more complex texts</p> <p>- teachers will meet in inquiry teams to analyze student data/work samples in order to adjust units/ lessons to strengthen any gaps based on noticings.</p> <p>- teachers will engage in professional learning opportunities across disciplines facilitated by Borough Field Support Center, administration, and lead teachers to implement structures and strategies that supports all students.</p>	<p>Students</p>	<p>Fountas & Pinnell Benchmark Cycles (Nov., Feb., May)</p> <p>Regular Inquiry Cycle – to review current student work to determine next steps</p> <p>Ongoing – September 2015 – June 2016</p>	<p>Administration, Coaches, Lead Teachers, Grade Leaders, Instructional Cabinet, Assigned Grade Ambassadors</p>

<p>- Response to Intervention (RTI)</p> <p>- Fountas & Pinnell literacy groups will be formed based on the number of students who have been identified as not meeting the standards</p> <p>- Teachers will utilize resources in Ready Gen, Wilson, Great Leaps, Double Dose Foundations, Leveled Literacy Instruction (LLI) and Passport Voyager to support students who are not meeting the standards</p> <p>- Team teaching, as well as, the push-in model for Special Education Teacher Support Services (SETSS) and English as a Second Language (ESL) will be in place to address the instructional needs of students</p>	Students	<p>Will be monitored every 6-8 weeks</p> <p>Data captured in RTI Plan and used to inform and adjust interventions and instruction.</p>	Administration, SETSS teacher, IEP teacher, ESL teachers, Grade leaders, Grade ambassadors

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>											
<p>Grade leaders, Grade Ambassadors, Individualized Education Program (IEP) liaisons, English as a New Language (ENL) teachers and administrators will support the teacher team curriculum planning throughout the year. Individualized Education Program (IEP), Special Education Teacher Support Services (SETSS) and English as a New Language (ENL) teachers will maintain accurate records indentifying actions taken to accelerate student learning. The data specialists along with the administrators will use the results from the progress monitoring data to create cycles of learning and support for identified students. Teachers are sent to various workshops and this information is shared with the staff. Common planning periods are built into the schedule for teachers to meet and collaborate in Professional Learning Communities.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>By February 2016, teachers will analyze student data based on mid-year benchmarks and Fountas & Pinnell to measure growth and drive instruction. Teachers will make any necessary adjustments to unit plans and daily lessons to support future growth.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

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.

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>

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.

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

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

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.

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

Strengths:

- Use our school’s instructional focus to guide instruction
- Teacher Team Meetings on common preps to facilitate collaborative/common planning
- Ample opportunities for ongoing professional development
- Curriculum Maps and Unit Plans across content areas; use of HOT questions and some UDL strategies
- Use of a variety of grouping practices/strategies to advance learning and support student discussion
- Providing modeling, guided practice and independent practice aligned to desired student outcomes.

Needs:

- Using various strategies to record data while checking for understanding.
- Facilitating collaborative student discussion in all content areas.
- Use recorded student data to inform flexible grouping more consistently
- Use recorded student data to differentiate instruction more consistently
- Increase our repertoire of UDL strategies

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 teachers will demonstrate improvement in instructional practices that focus on the design and use of high level questions, resulting in at least 75% of the students demonstrating the ability to formulate and answer high level questions as measured by one performance level increased in the performance task rubric.

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 teacher-parent collaborations to improve student achievement. 	<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>
<ul style="list-style-type: none"> • the administration organizes the school schedule to allow for teacher teams to meet multiple times weekly. Additional time to meet is provided during the Monday / Tuesday re-purposed time. • the administration will conduct individual planning conferences outlining academic and instructional expectations as well as professional responsibilities that align with the Capacity Framework and the school's instructional focus • Focused PD will target ways that teachers can develop their competency around capturing formative assessment data, collaborative student discussion and using recorded data to differentiate instruction. • Use of peer coaching structures to assist in improving teacher practice. • Frequent cycles of observations with clear suggestions on how to improve practice will be conducted throughout the year. • Instructional rounds using the Advance Framework will be conducted to support teacher development; identify purposeful teacher practice; align professional goals • Parent workshops are conducted throughout the year to inform parents of the Common Core Learning Standards (CCLS) and increased academic rigor in ELA and Math 	<p>Teachers</p>	<p>- Benchmark Cycles will be established to track impact of the school's professional development on student progress (Nov., Feb., May)</p> <p>- Professional development will be ongoing from September 2015 – June 2016</p> <p>- Teacher teams will conduct walkthroughs/ Instructional Rounds, 2 – 4 times a year.</p>	<ul style="list-style-type: none"> - Administration - Professional Development Committee - Teachers - Coaches - Lead Teachers - Grade Leaders - Instructional Cabinet - Grade Ambassadors - ESL teachers - IEP teacher - SETSS teacher
<p>All teachers will intentionally use a variety of grouping practices/strategies to advance learning and support student collaborations and discussions. Teachers will scaffold questions toward higher complexity, providing adequate wait time for student responses. All students</p>	<p>Teachers, Students</p>	<p>September - December</p>	<p>Administration, Peer Coaching, Teacher Teams</p>

will collaborate within structured setting and apply complex concepts and processes to meet lesson goals. Students will understand expectations for individual accountability and be able to communicate their learning goals and specific tasks/steps to be accomplished as they monitor their growth.			
All teachers will provide modeling, guided practice and independent practice strategically aligned to desired student outcomes. Teacher will provide timely, explicit and constructive feedback in response to student learning/observations, while clarifying any misconception/confusion. All students will actively draw upon prior knowledge, to connect with lesson goals and apply learning to real-life situations. Students will engage in activities where they can elaborate and build upon their own ideas while questioning and challenging other ideas.	Teachers, Students	January - March	Administration, Peer Coaching, Teacher Teams
All teachers will check for understanding using various strategies and will modify instruction to meet individual student needs. Teachers will make strategic adjustments to lessons, providing additional support for students to apply complex concepts and metacognition. All students will make connections and integrate new learning with previous learning supported by purposeful instructional strategies. Students will participate in varied activities, moving strategically through multiple levels of cognition to meet their learning targets.	Teachers, Students	April - June	Administration, Peer Coaching, Teacher Teams

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.											
The Professional Development (PD) committee (Administration, Lead Teachers) will develop and implement PD plans that support individual or tiered groupings of teachers based on the data and trends noted from classroom visits and teacher data (Measures of Student Learning – MOSL and Measures of Teacher Practice – MOTP). Borough Field Support Center (BFSC) will provide ongoing workshops and guidance throughout the year in Math, Literacy, ENL and Student Engaged Assessment											
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	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.
- By February 2016, we will monitor teacher progress by participating in teacher-led school wide instructional rounds that indicate glows and grows to adjust teacher practice and strengthen pedagogy. These will continue to be conducted every 6 - 8 weeks with lens informed by PD cycles of learning and the trends noted from analyzing student work.

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

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

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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) <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>

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.

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

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

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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.

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.

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>

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.

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

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

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

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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)	<ul style="list-style-type: none"> - State Tests - Fountas & Pinnell - Baseline/Benchmark Assessments 	Double Dose Foundations, Fountas & Pinnell, Great Leaps, Wilson, Passport Voyager , LLI – Leveled Literacy Intervention, Measure Up – ELA, Keep on Reading – Comprehension Across Curriculum, Curriculum Mastery Games – ELA, Common Core ELA	Push-in/Pull-out, small group, tutoring, one-to-one	<ul style="list-style-type: none"> • Tier1 RTI is delivered by teachers in the classroom, flexible grouping • During the day, 3x/wk, 20-30 minute blocks • After school, 2x/wk, approx. 2 hrs
Mathematics	<ul style="list-style-type: none"> - State Tests - Baseline/Benchmark Assessments - Teacher created unit assessments 	Measure Up – Mathematics, Common Core Math	Small group	<ul style="list-style-type: none"> • During the day • After-School, 2x/wk, approx. 2hrs
Science	<ul style="list-style-type: none"> - Baseline/Benchmark Assessments - Teacher created unit assessments 	Non-fiction literature/resources Hands-on exploration Learning centers	Small group	pull-out/push-in sessions during the instructional day
Social Studies	<ul style="list-style-type: none"> - Baseline/Benchmark Assessments - Teacher created unit assessments 	Non-fiction literature/resources Primary source materials infused in classroom instruction Learning centers	Small group	pull-out/push-in sessions during the instructional day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> - parent concern - teacher concern - RTI Identification Process 	At-risk counseling Classroom visits Parent meetings	- Guidance counselor provides counseling to all mandated students, in addition to all students for	During the School Day

			<p>crisis intervention, referrals for assessment, academics, teaching life and social skills, educating and assisting parents, improving self image, accepting consequences, problem solving, self control, peer pressure, etc</p> <p>- School Psychologist & Social Worker are intermittent, as needed; no more than 2-3 sessions with a child, 1:1 intervention w/ child and follow-up consultation w/ teacher and/or parents</p> <p>- Crisis Intervention Team using Life Space Intervention Strategies (6 Staff trained)</p>	
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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.
All staff are qualified, certified and fully licensed as evident in the BEDS survey. Pedagogues appointed to PS 54Q are supported with comprehensive Professional Development offerings based on administrative assessment and individual self reflections

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).
Professional Development is offered through BFSC; teachers are sent out to attend workshops across content areas. Common planning time is built into the schedule to allow for sharing of information/best practices attained at the meetings/professional development. School inter-visitations are set up to share best practices. Staff attend Bureau of Educational Research (BER) Workshops

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

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.

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

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	289,459.00	X	Pg. 10, 15, 22
Title II, Part A	Federal	93,199.00	X	Pg. 10, 15, 22
Title III, Part A	Federal	16,420.00		
Title III, Immigrant	Federal	0	X	Pg. 10, 15,22
Tax Levy (FSF)	Local	3,360,163.00	X	Pg. 10, 15,22

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)

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. **[P.S. 54Q]**, 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. **[School name]** will support parents and families of Title I students by: 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:

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

- New Parent Workshops

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

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

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

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

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

Our school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement

policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; such as Family Math Night and Family Literacy Night
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- utilizing the Tuesday repurposed time for parent engagement and parent workshops;
- grades K-5 creating monthly newsletters to parents;
- grades K-5 creating and maintaining a grade wide website;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

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

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

- The Parent Coordinator will schedule these meetings.
- The PAC or a representative will attend District Advisory Council/District Council of Presidents meeting to:

-obtain information of their rights/responsibilities under Title 1 guidelines.

-written description of program activities for review, discussion and recommendation

- receive information & provide input regarding program goals, objectives and procedures for selecting and assessing school and students, develop of educational strategies, implementation and evaluation

-Review monthly updates of program activities

-Discuss recommendations for change

Annual Meetings:

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

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

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

Parent Involvement Activities

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

School-Parent Compact (SPC)

[P.S. 54Q], 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:

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

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences held in November and March and at other times during the year as

needed. In addition, parents of students who are “promotion in doubt” will be notified in November and January and will meet with their child’s teacher during those months.

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

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

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

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

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

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

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

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

- Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene

the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 f the Title 1.

II. Parent/Guardian Responsibilities:

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

share responsibility for the improved academic achievement of my child

III. Student Responsibilities:

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

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>4</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

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

These activities will include but are not limited to maintaining writers' notebooks, author studies; read-alouds; literature circles; and shared / paired reading; with a strong focus on immersing students in non-fiction literature to further strengthen language acquisition and build academic vocabulary. Technology will be used to support non-fiction applications in an effort to familiarize students with word processing and to teach them how to use the internet for research. Small groups will further support students receiving differentiated and individualized instruction, and will also enable teachers to confer frequently to tailor instruction to the varied learning styles of students in their group. Congruence between Title III teachers and the students' regular classroom teachers will help guide the direction of instruction and reinforce areas that have been identified as requiring further strengthening.

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

Part C: Professional Development

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

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

Begin description here: _

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

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

Teachers have an overview of the NYS ESL Standards; copies of "Classroom Teacher's ESL Survival Kit #1 and #2". All teachers already possess a copy of the "ESL Strategies" and "Critical Thinking Strategies" flip book by Mentoring Minds to support their lesson planning and implementation of instruction. These tools provide useful questioning stems and prompts aligned to improving "Questioning and Discussion" practice for our children. In addition, our teachers will also utilize the following professional resources: "Classroom Instruction That Works With English Language Learners" (2nd Edition); "Content-Area Conversations"; "Total Participation Techniques"; "50 Strategies For Teaching English Language Learners"; as well as "The Common Core Lesson Book". Teachers will also access resources from our school-wide professional development sessions to further enhance purposeful and targeted instructional practice. This PD Plan is designed to prepare them not only for this supplemental instructional program but also establishes increased alignment with instruction among the ESL and general classroom teachers during the school year.

Part D: Parental Engagement Activities

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

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

Begin description here: _

In our efforts to make the parents of our ELLs feel increasingly more comfortable within our school environment and to involve them in the academic lives of their children, they will be invited to participate in the ten sessions of English Language Instruction Through Technology. These sessions,

Part D: Parental Engagement Activities

which will have a strong technology focus, will be held concurrently with the instructional program for the children. The sessions will also be held from 9am to 12 noon each Saturday. Parents will be immersed in the instructional strategies implemented in ESL to become better informed in ways to further support and reinforce their child’s education at home.

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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 28	Borough Queens	School Number 054
School Name The Hillside School		

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 Anita Prashad	Assistant Principal ShirleyRios; N.J. Patrello
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Vivian Kaiser/J. Hernandez	School Counselor Eva Braun
Teacher/Subject Area Kyriaky Harilaou/Soc.Studies	Parent Shabaha Mohamed
Teacher/Subject Area Robert Brady / Science 3-5	Parent Coordinator Vikash Narine
Related-Service Provider Roberta Rosen	Borough Field Support Center Staff Member Pierre Galvez
Superintendent Mabel Sarduy	Other (Name and Title) Linda Oberhaus /Technology

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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	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	2
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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)	580	Total number of ELLs	161	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	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 checked="" 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 <input type="checkbox"/>
---	--

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														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	161	Newcomers (ELLs receiving service 0-3 years)	77	ELL Students with Disabilities	34
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	57	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										0
ENL	68		9	42		15				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
---	---

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	7	34	30	19	20	8								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	4	5	4	1	1	1								0
Urdu	2	0	0	1	2	3								0
Arabic	0	2	2	1	3	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	2	1	2	1	1	1								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	1	0	2								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)	2	1	0	0	2	2								0
Emerging (Low Intermediate)	3	5	4	1	3	3								0
Transitioning (High Intermediate)	8	4	7	4	3	3								0
Expanding (Advanced)	2	32	20	15	9	1								0
Commanding (Proficient)	0	0	7	4	10	6								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 AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								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	0	0	7	4	10	6								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	22	4	0	0	0
4	7	4	2	1	0
5	11	4	1	0	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	11	0	12	1	2	0	2	0	0
4	1	0	6	1	2	0	0	0	0
5	9	0	5	0	2	0	0	0	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	2	0	3	0	8	1	1	0	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.
 Assessment Tools used at PS 54 to assess early literacy skills of ELL's are Fountas & Pinnell, Foundations and Leveled Literacy Intervention - TCRWP as well as formative assessments by classroom teachers. The data identifies areas of deficiencies found in phonemic awareness, sight words, fluency and decoding.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 During the month of September the NYSITELL is administered to incoming students who meet eligibility as per the HLIS and informal interview with the parent(s). As of now, 15 kindergarten, were tested. Zero (0) kindergarteners scored at the proficient level requiring no ESL/ENL support. The remaining 15 students displayed variability in their English proficiency. Two (2) students scored at the beginner level, three (3) at the low intermediate, eight (8) at the high intermediate level and two (2) at the expanding level. The number of students tested and the results obtained are consistent with the trends we have noticed over the last few years which indicate that a high number of incoming ELLs are at the beginner level of English proficiency. Staff need to continue to be vigilant and to infuse ESL/ENL methodologies/strategies in their lessons.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 NYSESLAT indicates that ELLs acquire proficiency in Listening and Speaking within the first two years of instruction in English, however, reading and writing are areas where the greatest delays are shown. In order to address the discrepancy in modalities our focus this year is to continue to develop the writing process utilizing the 6+1 Writing Traits, the Writing Fundamentals Program, checklists and rubrics to address the needs of all students. In addition guided reading is implemented in all classes to address the needs of all students. The inquiry team (comprised of ESL/ENL, Classroom, and IEP Teachers, SETSS Teacher, Data Specialists and administration team) is in place to analyze data and recommend strategies to be implemented in the classroom. The data obtained from various assessments including the Periodic Assessment is used to drive instruction and to target areas of weakness in preparation for NYSESLAT. Based on the trends from the Periodic Assessment we are able to adjust and set new SMART goals for our students.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

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

Historically, English Language Learners have demonstrated that their listening and speaking skills develop before their reading and writing. This is often evident in the Periodic Assessment scores where vocabulary, reading comprehension are usually significantly below grade level. It is also supported by ELA and NYSESLAT scores. Emphasis is therefore placed on developing vocabulary and reading comprehension skills using ESL/ENL methodology in the classroom and during ESL/ENL instruction.

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](#).]

At PS 54, there is a strong focus on promoting language and literacy development founded on a rigorous and effective instructional core (Tier 1). In grades K-2, instruction is focused on developing oral language skills through the use of language experience; questioning and discussion techniques; interactive read alouds; story telling using wordless books; and vocabulary instruction. In grades 3-5, instruction is focused on developing language skills by front loading vocabulary; sentence structure and concepts; open ended questions that engage students in discussions and dialogue about a variety of topics; close reading; language frames for speaking and writing; sentence transformations through guided dialogue; and jointly constructed extended writing. Our Tier 2 instruction is based on a pull out model. Our students in grade 1 are receiving Double Dose Foundations, grades 2 and 3 are using Leveled Literacy Intervention (LLI) and grades 4 and 5 are using Voyager's Ticket to Read. The Wilson Program is utilized for any student who might need to move to Tier III.

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

A child's second language development is fostered through the use of differentiated instruction and scaffolding strategies discussed during common planning sessions between classroom teacher and ESL/ENL instructors. These considerations are also embedded in on / across grade team planning sessions; Inquiry Meetings as well as 1:1 supervisor and teacher check-ins on student progress. Examples of differentiated instruction is provided through visual and gestural cues; scaffolded tasks; use of graphic organizers and checklists; as well as the employment of UDL strategies to provide multiple entry points and further strengthen the child's ability to successfully achieve/exceed the various language proficiency levels.

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?

N/A

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

Success is measured in terms of the number of students who are able to exit the program via NYSESLAT, as well as showing movement from a lower level of proficiency to a higher one in each domain of language learning. ELA and Math scores of Level 2 and above are further evidence of success. In addition to standardized tests, overall performance in the school setting is also considered. Any small increments of achievement in academic as well as social areas for English as a New Language Learners are important and are celebrated.

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.
The development of the Language Allocation Policy (LAP) at P.S. 54 is the result of a multidisciplinary collaborative effort among the school’s principal, the assistant principals, ESL and Classroom teachers, service providers; the guidance counselor and social worker. All the staff involved in the educational process at P.S. 54 are cognizant of the rationale and protocol for the placement of ELLs. PS 54’s Intake Team consists of Principal/ Asst. Principals; ESL Teachers; IEP/SETSS Teacher; Parent Coordinator; PAS; Family Worker and SAT member as needed. At registration, the Home Language Identification Survey (HLIS) form is given to parents/guardians by the ESL teacher in order to determine the dominant language spoken in the student’s home. At that time an informal interview is conducted in English and in the parent/child’s native language by a member of Intake Team. When the ESL/ENL teacher cannot be present, other pedagogues who are proficient in the parents’ native language are available to conduct the interview (SETSS, special education teacher, and IEP teacher). Language support during the interview is available in Spanish, Urdu, Punjabi, Italian, Hebrew and Tagalog). Based on the information provided by parents on the Home Language Identification Survey and the oral interview, the ESL/ENL teacher is able to determine whether the student is eligible to be tested using the NYSITELL in order to assess the student’s English proficiency level. That in turn determines the mandated number of units of ESL/ENL instruction the learner will receive from the ESL/ENL teacher. NYSITELL is administered to eligible students within ten (10) school days of their official enrollment. Students whose first language is Spanish and who scored below the passing cut-score on NYSITELL are then assessed with the Spanish LAB. Spanish LAB is administered to students by our ESL/ENL teachers who are proficient in the Spanish language.
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).
The completed HLIS form and interview questionnaire is initially used to identify SIFE students. Documents such as report cards from US or foreign schools are also reviewed when available. Results of NYSITELL and Fountas and Pinell running records are also analyzed to identify SIFE student needs.
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).
At P.S. 54Q, SIT members utilize the New York City rubric as a guide to review the IEP’s of newly enrolled students. Members ensure that the PLOP and Goals are fully aligned within the IEP and that the correct services are being provided. Members of the team include the Assistant Principals, UFT Chapter Chair, School Psychologist, IEP/SETSS Teacher, ESL/ENL Teacher, Speech Teacher.
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.
Based on scores obtained on the NYSESLAT, continued entitlement letters are distributed to parents in their native language. Non-entitlement letters are sent to the parents of students who achieve proficiency in the English Language. Copies of continued entitlement/non-entitlement letters, HLIS, Parent Survey and Program Selection forms are stored in the ESL/ENL room in order to maintain accurate records. Copies are also placed in the student’s cum folder.
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).
Parents are provided with an orientation to inform them of the various program options and of their rights in selection of a program that best meets the needs of their child. Parent Choice forms; surveys and necessary documentation are completed and provided to parents as well as copies kept on file at school. Assigned personnel enters the parent choice data into the designated ATS screen, ELPC. Any changes to selection made by parent in writing to principal is then entered in BNDC screen
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.
To ensure parents understand all three program choices, P.S. 54Q ESL/ENL teachers schedule orientation meetings for parents of students who are identified as English Language Learners. The purpose of these orientations is to inform parents of the program options available to their children. Translators are available when needed at the orientation. After viewing the orientation video provided by the NYCDOE in their native language, parents have the opportunity to participate in a question and answer session. Parent Surveys and Program Selection forms in the parents’ native tongue are discussed, filled out, a program selection is made and forms are collected at the end of the orientation meeting. These forms are securely stored in the ESL/ENL room. A copy of

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

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.

After viewing the orientation video provided by the NYCDOE in their native language, parents have the opportunity to participate in a question and answer session. Parent Survey and Program Selection forms in the parents' native language are discussed, filled out, a program selection is made and forms are collected at the end of the orientation meeting. The forms are then stored securely in the ENL room. When parents are unable to attend a scheduled orientation, follow-up phone calls are made to schedule another meeting.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Phone calls are made and logged in. Duplicate letters are backpacked home and mailed. During dismissal, parents are sought out when they pick their children up.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement notification letters are distributed, filled out, and collected at the parent orientation meeting. If a parent fails to attend a scheduled orientation meeting, letters are sent home and parents return tear-off's, phone calls are made and logged, and parents are approached at dismissal to schedule a new meeting.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Duplicate copies of HLIS, non-entitlement and entitlement letters are retained in the ENL office. All originals are placed in students cum folder.
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.

Students who have been identified as English Language Learners are tested in the spring with the NYSESLAT within the grade band of their respective grades. The speaking section is administered individually by an ESL/ENL instructor who is not the student's ESL/ENL provider. Session 1, Session 2, and Session 3, are administered in group sessions according to grade with testing modifications as stated in the student's IEP. The scoring of the writing section takes place in-house. ESL/ENL teachers collaborate to norm the rubric, and student's writing is not scored by the student's ESL/ENL instructor, but by another ESL/ENL pedagogue.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support letters are sent home via backpack and are mailed to parents home.
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).

The language program currently offered at P.S. 54 is Freestanding ESL/ENL following a push-in/pull-out model. Program Selection forms are periodically reviewed by the LAP team to identify trends in parental choice. Programmatic changes will be put in place to reflect parental preference if a sufficient number of students who speak the same language is noted. The program model offered at P.S. 54 is aligned with parent requests. The program selection trends for the last five years indicate that parental preference is for Freestanding ESL/ENL as demonstrated by the following data: for the 2010-2011 school year parents selected Freestanding ESL/ENL eleven (11) to five (5) over TBE or Dual. In 2011-2012 fifteen (15) parents chose Freestanding ESL/ENL to eight (8) TBE, for the 2012-2013 school year sixteen (16) parents opted for Freestanding ESL/ENL, three (3) chose TBE, and two (2) chose a Dual language program. In 2013 -2014 twenty-eight (28) parents chose Freestanding ESL/ENL, and twenty (20) chose TBE. In 2014-2015 fifteen (15) parents chose Freestanding ESL/ENL, twelve (12) chose TBE and four (4) chose Dual language program.

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.

The language program offered at PS 54Q is Free standing ESL/ENL that follows a push-in/pull-out model. Students are grouped heterogenously in their respective grades.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

Advanced students in Gr.1 -5 are serviced in a push-in/pull-out model. They receive 4 periods of ESL/ENL per week for a total of 180 minutes, and four periods of ELA instruction from their classroom teacher. K-5 Students at the beginning and intermediate levels are serviced in pull-out sessions for 8 periods per week for total of 360 minutes as dictated by the NYSITELL/NYSESLAT scores.
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 ESL/ENL teacher pushes in during literacy/writing blocks to deliver language instruction in a co-teaching model. ESL/ENL teachers, classroom teachers and service providers have common preparation time to plan, organize, and coordinate instruction, as well as work on long and short term goals for the students. In addition, this time is utilized to collect and analyze data derived from various assesments (ELA, periodic assessments, NYSESLAT, performance series, Fountas & Pinnell), which are then used to drive and differentiate instruction. Technology is integrated into daily instruction in the classroom to facilitate the research and writing of reports in the content areas. Through the use of technology ELLs have been noted to make gains in their acquisition of academic language, and demonstrate greater ability to work independently. All staff members at P.S. 54 have high expectations for their students, fully realizing that ELLs have to meet the dual challenge of acquiring a new language as well as learning content-based, academic language. In order to facilitate content learning and ensure academic rigor, P.S. 54 implements best teaching practices and learning strategies that are aligned with current ESL/ ELA Common Core standards, and core curriculum in literacy and content areas. Each ESL/ENL lesson is designed with both content and language objectives in mind. Differentiated instruction and ESL/ENL methodology are essential in order to meet the educational needs within each ELL subgroup. Instruction of ELLs is consistent with the Balanced Literacy program that is implemented throughout the school, following the workshop model. Students work in flexible groups. Within these groups new learners receive comprehensible input from teachers and peers, and have more opportunity for oral practice and repetition of content information as peers help ELLs negotiate meaning. Instruction of English language functions and grammar structures takes place within the context of a lesson, and not in isolation or through drills. Scaffolding helps to support students' understanding of academic content. ESL/ENL teachers use and encourage classroom teachers to utilize a wide variety of print and visual resources to support the development of academic language. Language in the classroom is modeled so that ELLs receive comprehensible input in a manner consistent with their ability to participate, but which does not reduce the quality of the language input from the teacher. Instruction for newcomers who are new arrivals, as well as students who have been in the U.S. longer, but less than three years, encompasses a variety of approaches which incorporate visuals and gestural cues, realia, repetition, paraphrasing and TPR (Total Physical Response). The use of big books and picture books for beginners are effective tools for making vocabulary comprehensible and encouraging oral language. Graphic organizers are used to help enhance students comprehension of content, increase higher thinking skills, and facilitate the writing process. In addition, newcomers are often paired with other students who share the same language background to help the new arrivals adjust to their new school environment. Teachers model the appropriate language and are cognizant that sometimes there might be a "silent period".

It is our goal at P. S. 54 to make our ELLs full participants in the daily instructional programs and to engage them in accountable talk with specific focus on the transitional ELLs and their need to develop academic language. One way to achieve this goal is through the use of literature that reflects the students' cultural background. This in turn enables the learners to activate their prior knowledge as a way of connecting to the lesson. As comfort level and proficiency in English develop, content area instruction becomes an integral part of the lesson. Content is taught by both classroom and ESL/ENL teachers. The ESL/ENL teacher frontloads the lesson, previews vocabulary and facilitates the comprehension of difficult linguistic structures/passages in the text. Articulation between ESL/ENL and classroom teachers occurs on a weekly basis to coordinate content area instruction and to plan how best to scaffold lessons before the content is introduced to the students. Scaffolding is provided when needed to promote deeper

understanding and retention of the lesson. Classroom teachers are able to utilize ESL/ENL strategies in order to make content more comprehensible to their ELLs. Through the use of visual cues, speaking in a clear voice at a normal rate of speech, using repetitions, paraphrasing key points, and defining essential vocabulary within a context, learning targets are made salient to students. Working with peers in small, flexible groups during daily instruction is an effective strategy to ensure that ELLs are actively engaged in the learning process. When content, goals and strategies are coordinated; the opportunity for academic language to develop is greatly increased.

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

Students whose first language is Spanish are evaluated in their native language with the Spanish LAB. In order to gain some understanding of their academic background, translators and translated materials are utilized whenever possible.

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

Throughout the year ELL's are evaluated in all four modalities using the following tools. The SOLOM scale matrix is utilized to monitor and evaluate oral language development. Audio books and recordings are employed to develop and assess listening skills with particular focus on phonemic and phonological awareness. Reading skills are assessed through the use of Fountas & Pinnell benchmarks and guided reading conference notes. Writing is assessed through the use of Schoolwide Fundamental Units and Common Core aligned tasks. In addition, formative assessments are routinely utilized school wide.

6. How do you differentiate instruction for 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

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

Our SIFE students are provided basic instruction in letter recognition, phonemic awareness and phonics is provided during the day in RTI pull-out sessions. Throughout the school day translation and modeling are provided by teachers and peers in order to facilitate comprehension. Picture books and big books with repetitive text are utilized taking into consideration the student's age and interest. Content area is presented through the use of visual aides such as photographs, posters, maps and graphs. Differentiated instruction and UDL strategies are utilized throughout the day to strengthen proficiency in key foundational skills.

Long-Term ELLs have instruction tailored to their needs. When instruction is differentiated to address the specific needs of this particular group, more targeted academic instruction is implemented. Materials are examined and adapted to meet the students' level of achievement. Visuals, text and vocabulary previewing, discussions, clarifications and explanations are examples of materials and methods that are employed. Content area instruction is a priority. ESL/ENL and non-ESL/ENL teachers use appropriate level fiction and non-fiction books. Dictionary work, math, social studies and science textbooks are adapted for the ELLs. Emphasis is placed on Tier II words that emphasize higher level vocabulary and concept development. Instruction/Material are differentiated and UDL strategies are incorporated in the course of instruction. Students who have achieved proficiency in the English language continue to be monitored by ESL/ENL and classroom teachers. The students' progress is measured by results from Periodic Assessments and assessments of overall performance in the classroom. PS 54Q complies with the New York State Board of Regents regulations which permit schools to provide former ELLs with testing accommodations on NYS examinations for up to two years after they achieve proficiency on the NYSESLAT.

7. 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 approximately 6 months from the time the Superintendent has notified the Principal and the parents, the Principal will meet with all qualified members of the school staff (classroom teacher(s), ESL/ENL teachers, related service providers), to review student work samples, progress reports, running records, conference notes, formative/summative assessments. After review, the Principal will meet with the students parents and the student to share findings. If it is determined that academic progress has been adversely affected, additional supports will be recommended.

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?

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

Chart 7 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?

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

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

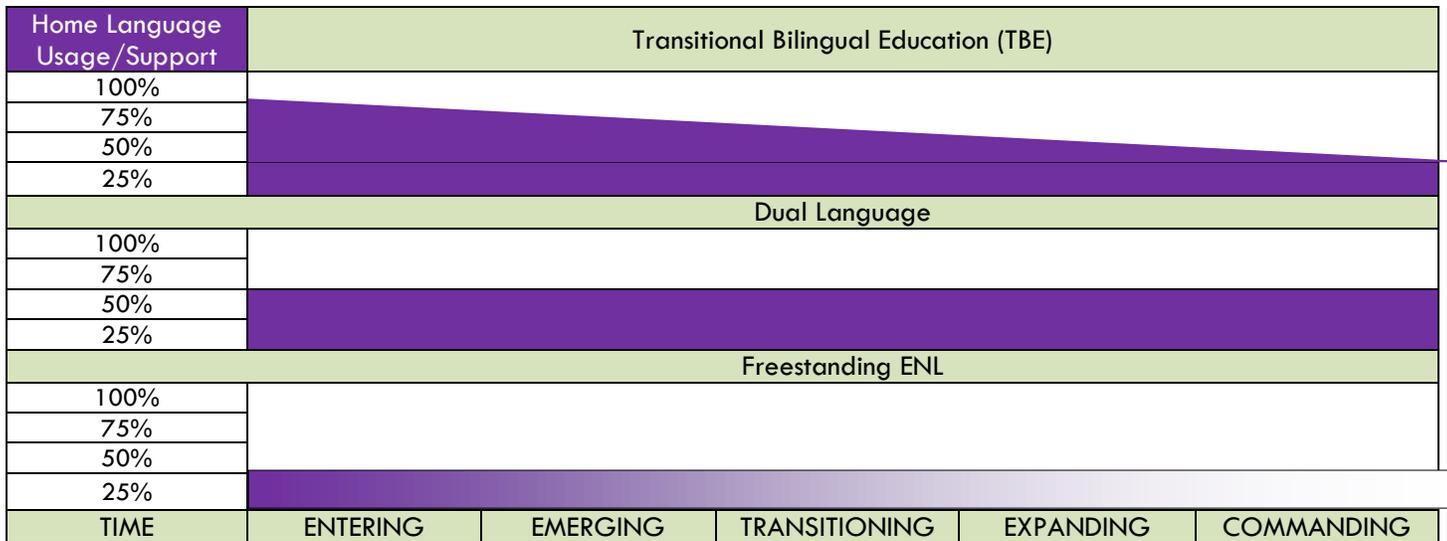


*Note: “other approved services” does not apply to New York City at this time.

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.
Our targeted intervention program for ELLs scoring Level 1 and 2 in ELA consists of Wilson, Great Leaps, Foundations, Leveled Literacy Intervention (LLI), Voyager Ticket to Read, Balanced Literacy utilizing Teacher's College Reading components, Ready Gen, and Schoolwide Inc. Writing Program. We use a push-in/pull-out model with small group instruction, 1:1 tutoring, peer tutoring, during the day and in Saturday ENL Academy. Go Math lessons are differentiated and taught utilizing manipulatives. Games are used at the end of week to reinforce concepts. Students create their own materials using mathematical units for projects.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
At PS 54Q the staff is cognizant that students have different learning styles and plan lessons to best meet these varied needs. Teachers consistently review available data to inform their practice; differentiate instruction; maximize learning; and design multiple entry points by removing barriers that might impede students' learning, thereby supporting the needs of the ELLs in their class. To support this effort, UDL principles recommended by the DOE have been adopted schoolwide.
12. What new programs or improvements will be considered for the upcoming school year?
PS 54Q will continue to use the Ready Gen and Go Math Core Curriculum. Teachers have made adjustments to the curriculum maps in all content areas to insure better alignment with CCS with an emphasis on ESL/ENL methodologies. These programs are Common Core aligned, have built in check-ins and are differentiated to address the needs of the ELL population. In addition, National Geographic Ladders will be utilized along with MyOn Reading and Passport Voyager.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Strategic scheduling of our supplemental programs, ensure that ELLs have equal access to all school programs including after school AIS Academy; Saturday ELL Academy and the YMCA After School program which runs from Monday through Friday after the instructional day concludes. All students, including our ELLs have access to rigorous curriculum and CCSS aligned instruction.
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.
Our ELLs/ENLs have access to technology in the classroom and computer lab. SMART boards are available in most classrooms, as well as document readers, ipads, listening centers, maps, globes, manipulatives, scientific tools, DBQs, direct translation dictionaries, thesaurus and graphic organizers/anchor charts that support the lesson of the day. In addition, learning centers are an established feature within each classroom to support our new English Learners and their peers who might need the additional support.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Textbooks are available in Spanish. In addition, independent reading books are available in Bengali, Punjabi, Urdu, Arabic, and Spanish. ESL/ENL instruction is delivered primarily in English with the use of Native Language to clarify concepts.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
PS 54 Q provides a wealth of materials and resources designed to support the age and grade level of our ELLs. Our school implements practices and learning strategies that are aligned with mandated ESL/ENL and Common Core Standards. The instruction of ELLs is aligned to the Balanced Literacy program that is implemented throughout the school following the Workshop model. Specific instructional materials are used to help ELLs meet those standards. Students are grouped according to levels obtained from NYSESLAT. They participate in small group instruction that is task oriented. Technology is used to assist in their acquisition of the English language. Classrooms display students' work at all levels of language learning. Teachers scaffold academic language to assist the ELLs, and offer opportunities for oral practice and numerous repetitions of content information to help ELLs negotiate meaning. All staff members model the proper use of English. All classrooms have leveled libraries that students have access to for both instruction and enjoyment of reading. Ongoing assessment strategies are used to ascertain the level of students' progress throughout the year. Lessons are designed to meet the standards while allowing for the different levels and needs of the students. Learning portfolios are used and reviewed throughout the year by the students and teachers. In addition students have access to Common Core aligned mentor texts and materials to support their varied skill levels. Teachers are supported in refining their practice to better support our ENLs through the extensive professional development sessions offered by the Network / BFSC; outside partnerships (Bureau of Educational Research -BER) and those held in-house.
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).
Following the process of registration newly enrolled ELLs are given a tour of the school to familiarize themselves with the lay out of the building and the staff. At P.S. 54Q we have a rich multiculturally diverse population. As new students are enrolled we make it our priority to make the new entrants feel welcome and become active members of our school community by partnering them with other children of similar language / geo-political roots. With this goal in mind special individual and group meetings are held.

Parents are invited to visit our school and become familiar with the programs offered. Translated informational literature, beginning level books and survival skill information is made available. An initial meeting is held with parents to give them an overview of instructional programs / services offered ; a school events calendar / school schedules during meeting with the Parent Coordinator; along with available community resources ; and a schedule of parent meetings and workshops to be held through the year. Some activities made available to newly enrolled ELLs include: PTC Meet The Teacher Night, Family Math Night, Family Literacy Night and Movie Night.

19. What language electives are offered to ELLs?

N/A

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)?

N/A

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

Throughout the school year, ESL/ENL, classroom and cluster teachers have the opportunity to attend workshops that address a myriad of topics. As teachers attend workshops outside of PS 54, they share pertinent information with all staff. More recently discussed topics include aligning Common Core Standards to literacy and math, Writing Workshops through the Office of OELL, Exemplary Practices for ENLs through BETAC, and Differentiating Instruction. Our former Network Support Specialists have also provided instructional workshops in ESL, Math, Special Education, Foundations, and English Language Learners Compliance Workshops. Our Professional Learning Communities will continue to meet, now utilizing weekly Extended Sessions (Mon-80 minutes/Tues-35 mins). Faculty Conferences that are now built in to these Extended Sessions, are also utilized as a forum for providing additional support for all staff to refine their pedagogical practice. The PD Calendar maps out the various topics informed by needs assessments; teacher feedback and ADVANCE observations; and instructional rounds. PD topics include conversations around the schools Instructional Focus which has built in a lens to strengthen student to student discussions; PS 54's CEP school goals for 2015-2016; The Differentiated Classroom; Classroom Instruction that Works for ELLs; Building Academic Vocabulary; and Checking For Understanding are also priority areas we will be addressing. Ongoing PD will continue to include opportunities for teachers to strengthen their analysis of student data and to use it strategically set goals and inform their teacher moves to further impact their students' skills which are embedded within our school's goals. We will continue to revisit past topics such as : Close Reading, Guided Instruction; Gradual Release of Responsibility Instructional Framework; and raising the academic rigor of instructional expectations in math/ literacy; scaffolding student thinking; targeting instruction for all students especially our ELLs and SWDs; unpacking embedded language in content areas; frontloading vocabulary; scaffolding concepts; and TPR.

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

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

In order to provide additional support in ESL/ENL strategies a group of selected teachers participated in a series of workshops provided by the network specialists. These workshops were designed to improve questioning and discussion techniques in the classroom specifically for ELLs. This information is then shared with the rest of the staff. All professional development agendas; attendance logs and workshop materials are housed in a binder in the assistant principals' office.

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?

Teachers and school administrators utilize 40 minutes of parent engagement time every Tuesday afternoon to continuously communicate with parents. Progress reports are sent home twice each academic year in addition to the report cards sent during PTC to keep parents informed of their child's progress. Meetings provide opportunities for parents and students to meet with Classroom Teacher, ESL/ENL teacher, Related Service Providers (where applicable) and translators as needed. Parents sign in on a school conference sign-in sheet at the start of a meeting, along with all parties in attendance. Sign in sheets are maintained by classroom teachers and shared with school administrative team upon request.

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. (Noted in previous sections.)

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Partnerships include Cornell; Learning Leaders; LEAP; Creative Arts Team; Health Plus; MetLife; Capital One Bank; Santander Bank;

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

Parents complete surveys / needs assessment and this is monitored by the Parent Coordinator who consistently collaborates with ESL/ENL Teachers; Classroom Teachers and Administrative Team.

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

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

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

The parent coordinator is an integral part of the school team and works closely with the administrative team so that he is aware of the various school-wide initiatives and can therefore front-load the information to families so that they are better able to navigate the system. He works closely with school staff, School Leadership Team (SLT), Parent Associations, community groups, and parent advisory council to engage families and involve them in school activities. He is charged with identifying issues of concern to families, and working with school staff to ensure that these matters are addressed in a timely manner.

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

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

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:

School Name: The Hillside		School DBN: 28Q054	
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)
Anita Prashad	Principal		9/15/15
Shirley Rios/	Assistant Principal		9/15/15
Vikash Narine	Parent Coordinator		9/15/15
Vivian Kaiser/J.Hernandez	ENL/Bilingual Teacher		9/15/15
Shabaha Mohamed	Parent		9/15/15
Kyriaky Harilaou	Teacher/Subject Area		9/15/15
Robert Brady	Teacher/Subject Area		9/15/15
	Coach		
	Coach		
Eva Braun	School Counselor		9/15/15
Mabel Sarduy	Superintendent		9/15/15
Pierre Galvez	Borough Field Support Center Staff Member		9/15/15
Linda Oberhaus	Other <u>Technology</u>		9/15/15
Roberta Rosen	Other <u>Related Service</u>		9/15/15
Michelle Pepe	Other <u>UFT Rep.l</u>		9/15/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q054** School Name: **P.S. 54Q**
Superintendent: **M.**

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.

In order to assess the language preference of the parent community for both oral and written communication, we utilize the following methodologies: Home Language Identification Survey (HLIS); Citywide/District Parents' Preferred Language Report (RCPL); School Level Adult Preferred Language Report (RAPL); initial interviews/intake with parents; and STUDENT EMERGENCY CONTACT cards.

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.

Parents' preferred languages for written and oral communication are: English, Spanish, Punjabi, Hindi, Bengali, Arabic, and Urdu.

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.)

During orientation, the ESL team distributes translated annual handbooks, informational flyers, parent teacher conference announcements, after-school program information, New York State testing dates, NYSESLAT reports, report cards, Saturday ESL academy information, and letters from the administrative team.

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.

Meet the Teacher/ Curriculum Night held on September 17, 2015; Breast Cancer Walkathon held October 9, 2015; Parents' Breakfast with the Principal held on Sept 25, 2015(Grades K-2) and October 2, 2015 (Grades 3-5) ; Math Night to be held on October 15, 2015; Parent teacher conferences on November 5, 2015; ESL workshop to be held in November 2015; Parent Teacher conference to be held on March 17, 2015: Parent Teacher Conferences to be held on May 12, 2015: Parent Engagement one on one conferences as well as grade/topic specific workshops to be held Tuesday afternoons during the parent engagement session.

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.

School staff is available to provide translation services for high frequency languages which match our school needs. Should the need arise for us to utilize the Translation Services for low incidence languages, pertinent forms will be submitted to the Translation unit in a timely fashion, to allow adequate processing time.

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.

All identified interpretation needs are and will be provided in house by P.S. 54Q staff.

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.)

To ensure that all staff members are knowledgeable on the use of over the phone translation and interpretation services, the Language Identification Guide is distributed. A review on how to determine the language spoken by the parents is presented. An internal letter is distributed to the staff every two years as a reminder of their responsibility to communicate with LEP parents, and what resources available to them to do so. New staff members are also apprised of this information on their start date. Notices to parents are provided in in English and their native language where possible. Our multi-lingual staff are able to provide verbal notification when written translation is not possible.

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

Information regarding preferred language is indicated by the parent on page 2 of the Home Language Identification Survey (HLIS) in the areas of oral communication and written correspondence. This information is also listed on the students' Blue Emergency Cards. This information is then entered into ATS by our Pupil Accounting Secretary. In addition, a multilingual Welcome Poster is posted by the primary entrance and language identification cards are available at the safety officer's desk as well as the main office. Translated copies of Parents' Bill of Rights and Responsibilities are prominently posted in the school's main office and are easily accessible to all parents.

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)

At various school events, parents will be given the opportunity to weigh in on the services that are available to them. During parent workshops, parents will fill out a brief reflection sheet which will include an area for suggestions. Parent surveys will also be distributed during orientation sessions and Parent Teacher Conferences.