



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **10X054**

School Name: **P.S. / I.S. 54**

Principal: **MARYBELLE FERREIRA**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: F ORDHAM -BEDFORD
ACADEMY School Number (DBN): 10X054

Grades Served: PK-5

School Address: 2703 Webster Avenue Bronx, New York 10458

Phone Number: 718-584-4203 Fax: 718-584-4326

School Contact Person: Marybelle Ferreira Email Address: mferrei@schools.nyc.gov

Principal: Marybelle Ferreira

UFT Chapter Leader: Lauren Weintraub

Parents' Association President: Lisa Garcia

SLT Chairperson: Marybelle Ferreira

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ana Polanco

Student Representative(s): N/A

District Information

District: 10 Superintendent: Melodie Mashel
1 Fordham Plaza, Bx. NY 10458

Superintendent's Office Address: Room 836

Superintendent's Email Address: mmashel@schools.nyc.gov

Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx-D10 Director: Jose Ruiz

Director's Office Address: 1 Fordham Plaza, Bronx, New York 10458

Director's Email Address: Jruiz2@schools.nyc.gov

Phone Number: 718-828-7776/718-741-8895 Fax: 718-828-6280

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Marybelle Ferreira	*Principal or Designee	
Lauren Weintraub	*UFT Chapter Leader or Designee	
Lisa Garcia	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Ana Polanco	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Jennifer Mooney	Member/ staff	
Marisa Maio	Member/staff	
Abigail Halliday	Member/staff	
Colleen McBride	Member/staff	
Mercedes Saldana	Member/Parent	
Alexandra Garcia	Member/ parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bersis Melendez	Member/ parent	
Cristina Flores	Member/ parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Public School 54 is

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

Public School 54X is a title 1 school situated in the Fordham-Bedford section of the Bronx. This school serves free/reduced lunch to 96% of its population. The demographics of P.S. 54 is as follows: 72 % Latinos; 24% Black; 2% Asian; 1% White. This school educates students who come from all walks of life. We educate English Language Learners (ELLs) (33%) and Students With Disabilities (SWDs) (21%). However, our greatest challenge comes from students in temporary homes either in the form of shelter, temporary housing/shelters or double ups which approximates to almost ¼ of our population. All of our students, regardless of their needs, have a great deal of talent that we would like to explore and use as a vehicle to narrow and eventually close the opportunity gap that is leaving them behind.

Public School 54 offers a Dual Language Program (DL) (grades K-3) and English as a New Language (ENL) program as integrated or standalone for our English Language Learners (ELLs). These programs/services meet the needs of our ELLs in that they both build on their knowledge and proficiency in their native language as well as develop their proficiency in the new language (English). We believe that it is important for these students to not only learn the English language but also develop their native language proficiency.

Public School 54 offers Special Education Teacher Support Services (SETSS), Self-Contained (SC) and Integrated Co-Teaching (ICT) programs for our Students With Disabilities (SWDs). We believe in the least restrictive environment for students and this philosophy is reflected by our 3 ICT classes. However, we also understand that a smaller setting is sometimes needed for some of our learners who show more progress and achievement within a self-contained setting. Close attention is paid to placing students in the best setting for their individual needs.

In order for all students to make gains in English Language Arts and Mathematics, our focus for this school year (2015-2016) is small group guided instruction. We believe that small group differentiated instruction is the most effective way to meet the various needs of all of our learners and to provide multiple entry points to grade level material. In order to help our teachers master the art of small group instruction Public School 54 has several partnerships to assist us in achieving effective small group instruction in every classroom. These partnerships include Literacy Consultants from Evolution Learning and the American Reading Company, a Teacher Development Coach, Digital Age Learning, Dreamyard and an F-Status support staff for literacy and mathematics instruction. Each of these partnerships will help the teachers at Public School 54 create and deliver differentiated and targeted small group instruction at various levels and subject areas that is meaningful, engaging and relevant to the needs of the students.

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

Vision

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

Mission

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

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

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

The area where we showed the most progress within the Framework for Great Schools is trust.

For this school year our key areas of focus are: student achievement/engagement and creating a supportive environment.

10X054 School Information Sheet

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

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

Section 5A – 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Strength: The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. Based on feedback provided by the 2014-2015 Quality Review (QR) and Principal Performance Review (PPR), our teachers are working to ensure that units and lesson plans are appropriately aligned to the Common Core State Standards (CCSS) and have multiple entry points to address the needs of all of our students (ELLs, SWDs, lowest 1/3, at or above grade level). Our curriculum is coherent throughout the school and introduces complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.</p> <p>Priority Need: Teachers develop and ensure that units and lesson plans use our data-driven instruction (DDI) protocols that are appropriately aligned to the CCSS and NYS content standards and address student achievement needs. According to our 2014-2015 QR teachers need to use qualitative and quantitative data to inform instruction and the use of multiple entry points so that all learners can access the information taught.</p>		

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016 , all teaching staff will plan and implement rigorous and coherent curricula, that is aligned to the Common Core State Standards (CCSS), to engage and meet the needs of our bottom 1/3. This will result in a 3% increase in the average proficiency level in the Spring 2016 NYS ELA Assessment.

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) <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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Vertical Curriculum Team Meetings:</p> <p>Teachers at different grade levels and from each team will oversee the grade's curriculum and make sure that it is aligned to the common core standards. They will complete and/or revise units of study for each unit of study as detailed on the pacing calendar. Using Ready Gen, Engage NY and the Common Core State Standards, curriculum team</p>	<p>SWDs, ELLs, lowest 1/3 and students at or above grade level</p>	<p>Teachers at each grade level meet weekly during common learning and PD days from Sept 2015 through June 2016</p>	<p>Principal, APs, teachers, Literacy Coach, Literacy and technology consultants meet regularly to review progress and share best practices to engage our teachers and students in teaching and learning</p>

teachers will set reading and writing goals, specify learning foci for each week, and identify the formative and summative assessments for the unit.			
Grade Teams: All grade teams will meet weekly and use the UBD to collaborate on daily lesson plans, look at student work, and adapt lessons and units of study based on student needs and performance. Teachers will focus on best instructional practices to develop and engage students in their learning.	Classroom teachers SWDs, ELLs, lowest 1/3 and students at or above grade level	Teachers at each grade level meet weekly during common planning time from Sept 2015 through June 2016	Principal, APs, Literacy Coach meet every Friday to discuss, review student performance, and plan next steps
Administrative Observation Cycles: Administrators will observe instruction both formally and informally and provide timely feedback to teachers on a regular basis following the observation/feedback cycles as per the Danielson Framework/ADVANCE with a focus on student engagement.	All teachers of ELLs, SWDs, lowest 1/3 and students at or above grade level	Teachers at each grade level meet weekly from Sept 2015 through June 2016	Principal and AP's Teacher Effectiveness Coach
Coaching Cycles: Literacy Consultant. Literacy coach, Teacher Development Coach and APs will meet with the Kindergarten Team to demonstrate lessons, co-plan, observe teacher instruction, and provide feedback to make appropriate and effective instructional next steps as per student needs and performance. Mentors:	Kinder students All students Teachers rated ineffective or developing	Sept 2015 through June 2016 Sept 2015 through June 2016 Sept 2015 through June 2016	<ul style="list-style-type: none"> • Consultant, • New Teacher Development Coach • Literacy coach Mentors and New Teacher Center, New Teacher Development

<p>Mentors, with support from the administrative team and literacy consultant, will meet with new teachers weekly to demonstrate lessons, co-plan, observe teacher instruction, and provide feedback.</p> <p>Literacy Coach:</p> <p>Literacy Coach and administrative team will meet with teachers in 6 week cycles to demonstrate lessons, co-plan, observe teacher instruction, and provide feedback.</p> <p>Family Engagement:</p> <p>Communication through Data Meetings to discuss CCSS instruction and student performance and progress.</p> <p>Tuesday parent engagement time from 2:20-3:00. Teachers and parents will meet to discuss student performance and progress.</p> <p>Reading Celebrations to honor and award students reading in school and at home, verified by signed</p>	<p>Families</p>	<p>October 2105</p> <p>November 2015</p> <p>January 2016</p> <p>March 2016</p> <p>June 2016</p> <p>Every Tuesday 2:20-3:00 from September 2015 through June 2016.</p> <p>Monthly Celebrations September 2015 through June 2016.</p>	<p>Coach</p> <p>Literacy coach and administrative team</p> <p>Principal and Assistant Principals</p> <p>Principal and Assistant Principals</p>
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reading logs from teachers and parents.			
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Principal

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.

Human resources:

- School leaders, teachers, literacy coach, technology and literacy consultants, are all engaged in producing and influencing the design, resource selections, and lesson tasks of the different curriculum maps and pacing calendars.
- Payroll secretary to process per session.
- School leaders, capacity teachers, literacy and technology consultants, and the teacher development coach will provide PD based on the Danielson Framework for teaching with particular emphasis on domain 3.
- Use of teacher teams, instructional leaders for demonstration/modeling, and developing norms and common language among teachers and students in the implementation of curriculum planning, development of lesson plans, and analysis of data and student work for the subject/grade.
- The Danielson Framework and Advance for teacher evaluation and student academic progress.
- DOE Talent coach will meet with administrators (3) regarding the implementation of the Danielson rubric, how to engage in reflective practice, and how to write meaningful self-reflections
- 100 book challenge coach for PD to increase reading comprehension.

Instructional Resources:

- Use of the NYC DOE resources such as the common core library, DELLSS and other instructional resources recommended by the DOE
- ReadyGen resources
- EngageNY resources (Math and ELA)
- GoMath resources and supplements
- 100 book Challenge books/materials
- Book of the Month
- TCRWP resources for writing units

Scheduling:

- Teacher team meetings/collaboration to allow for planning and to foster teacher collaboration at 20 hours/per year/per session rate
- Scheduling for interclass visitations (use of per diem subs to cover classes so that classroom teachers may visit other classes).
- School Leadership and literacy coach and capacity teachers will meet to plan and provide support in the development of units and curriculum pacing to create effective lessons and units of study (20 hours/per year/per session rate).
- Administrative team will schedule weekly common grade meetings to accommodate all teachers and allow for collaboration between teachers and related service providers.
- Administrators will meet regularly with the teachers they supervise and provide feedback sessions for developing effective and highly effective lessons.

- All teacher teams, including grade level teams, content and specialty level teams will collaborate in planning on a weekly basis during the PDs on Mondays and during weekly common planning time.

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

X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 of 2016 we will see that 50% of our lowest 1/3 students will have shown reading progress of at least 2 reading levels as evidenced by the results of the Developmental Reading Assessment 2 (DRA 2).

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>After reviewing tenet 5, we found that our strength is based on our capacity to articulate and systematically promote a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.</p> <p>Priority Need: to ensure that all school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. According to our 2015 Framework for Great Schools Report we need to increase parent involvement in the school.</p>		

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 –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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>
<p>By June of 2016 there will be a 5% decrease in the number of classroom-based discipline incidents through the reinforcement of positive school behaviors and consistent parent communication. This will be monitored by our school Social Workers and Guidance Counselor and measured by the number of incidents entered on the Online Occurrence Report System (OORS).</p>



Part 3 – Action Plan

<p>At the beginning of the school year all staff reviews and reintroduces the Positive Behavioral Interventions and Supports (PBIS) system in grade level bands to reinforce and strengthen the desirable traits/behaviors expected from our student in grades PK-5.</p> <p>All staff is involved in reviewing the PBIS expectations/matrix, use of reward tickets to reinforce positive behaviors, and how to strengthen the way students are awarded PBIS ticket</p> <p>All staff meets and collaborate in reviewing what worked/did not work in the previous year and collaborates in the revision of the matrix as needed.</p>	<p>All students in PK-5</p> <p>School aides</p> <p>Paraprofessionals</p> <p>teachers</p>	<p>September 2015</p> <p>Will revisit in January 2016</p>	<p>Principal, APs, Counselors, SWs, all teachers</p>
<p>Counselors, social workers, and other staff are involved in the implementation and delivery of Respect for All lessons</p> <p>Teachers implement/deliver Safety lessons/ safety lessons</p> <p>All staff is involved in Anti-bullying campaign and the delivery of lessons and workshops</p> <p>All staff is involved in Character Development</p>	<p>10/9 All students from Prek-5</p> <p>All staff</p> <p>Families</p>	<p>Sept., Oct., Nov. of 2015 and Jan., Mar. and May of 2016</p>	<p>Administrators, Social Workers, Guidance Counselors and teachers</p>

<p>Classroom teachers participate in assemblies with families and students and send out PBIS matrix to families and followed by informational meeting with parents</p> <p>Monthly student assemblies at all grade levels celebrating the character trait of the month</p> <p>Monthly PBIS shopping to redeem PBIS tickets</p> <p>Monthly inform parents of their child's areas of growth and improvement</p>	<p>Parents and students in all grade levels</p> <p>PK-5 grade students</p>	<p>September 2015</p> <p>Will revisit in January 2016</p> <p>Will revisit in May 2016</p>	<p>Administrative team, family workers, guidance department, Parent Association, all teachers</p>
<p>Teachers and students select the students of the month</p> <p>based on the character trait of the month. Students of the</p> <p>month and their families are invited to a monthly breakfast</p> <p>with the administrators, the parent association and other</p> <p>stakeholders</p>	<p>PK – 5 students and their families</p>	<p>On a monthly basis beginning in September of 2015 and through June of 2016</p> <p>2015-2016</p>	<p>Administration and the Parent Association, all teachers</p>

<p>Self-Contained Classrooms: A smaller setting with 1 Teacher and Educational Assistant(s).</p> <p>ICT Classrooms with one special education teacher and one general education teacher. These classrooms include general education students as well as SWDs.</p>	<p>SWDs</p> <p>Regular education students</p>		<p>Principal, APs, School Based Support Team</p> <p>Parents</p> <p>Classroom Teachers</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.

Human Resources Needed:

- All teacher teams at all grade levels are part of this program.
 - The PBIS core team which is comprised of one classroom teacher, one content specialist, the administrators, parent coordinator, three social workers, school psychologist, family worker, will provide further assistance and training for all staff
 - Allocate per session for counselor/social workers/teachers/administrators

Instructional Resources:

- PBIS network/organization provides PBIS training for the Core Team
- Character development banners (to be purchased)
- Character development lessons

- Conflict resolution resources (to be purchased)
- Incentives for students (to be purchased)

Scheduling:

- School Leadership Team, administrative team, parent coordinator, parent association, and the literacy coach will meet to plan and provide support in the development of matrix to support the PBIS expected characteristics and behaviors
- Scheduling of classes/teachers to “shop” monthly
- Conferences and meeting for core team
- Schedule of monthly assemblies
- Scheduling for monthly breakfast celebrations
- Schedule of workshops for counselor and social workers

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

X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 of 2016 there will be a 5% increase in the positive feedback between the September 2015 and the January 2016 PBIS survey. The PBIS data specialist, guidance counselor, and social workers will analyze the data obtained from these surveys and inform of any necessary changes to our PBIS system based on the results.

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Upon reviewing tenet 4 and based on our quality review, we found the following:</p> <p>Strength: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</p> <p>Needs we are prioritizing: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. According to our 2014-2015 QR teachers were using minimal entry points and low level questioning. We will prioritize the use of multiple points of entry and higher order thinking questions in order to yield a more even production of high level student work.</p>		

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–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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>
<p>By June of 2016, 75% of teachers will work with the literacy coaches to develop and implement lessons that have multiple entry points to ensure that our bottom 1/3 have access to the grade level curriculum. This will be evidenced by a 3% increase in levels 1 to 2 in the Spring 2016 ELA results.</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 teacher-parent collaborations to improve student achievement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Utilization of the Danielson Framework to support teacher collaboration and professional development and student academic achievement</p> <p>Teacher teams will meet and collaborate weekly to look at student work for evidence of growth and gaps in the instruction to adjust their units and lessons.</p>	<p>SWDs, ELLs, bottom 1/3, students at grade level and above grade level</p> <p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Principal</p> <p>Assistant Principals Literacy Coach Teacher Development Coaches</p> <p>NYCDOE Teacher Development Coach, Consultants</p> <p>f-status</p>

<p>Teachers will meet on PD days and will share what worked/did not work and areas of celebration</p>			
<p>All staff will continue with the implementation of the 100 Book Challenge to strengthen the home/school connection in assessment, instruction and feedback for teaching reading strategies.</p> <p>All staff meets regularly and during common planning</p> <p>time to look at the schoolpace/independent reading levels</p> <p>to adjust power goals and reading levels</p>	<p>SWDs, ELLs, bottom 1/3, students at grade level and above grade level</p>	<p>September 2015-June 2016</p>	<p>100 Book Challenge Coach Literacy Coach Classroom teachers</p> <p>Content Specialists Paraprofessionals Service Providers Parents Administration Consultants</p> <p>f-status</p>
<p>All staff is involved in the application/implementation of instructional strategies and practices to support the differentiated needs of ELLS, SWDs and students within the lowest 1/3 of performance</p>	<p>SWDs, ELLs, bottom 1/3, students at grade level and above grade level</p>	<p>September 2015-June 2016</p>	<p>Principal</p> <p>Assistant Principals Literacy Coach Literacy Consultant Classroom teachers Content Specialists</p> <p>Paraprofessionals Service Provider</p> <p>f-status</p>
<p>Teachers meet and regularly provide workshops for parents and students during the parental engagement times. At these meetings/workshops, parents are provided with data pertaining to their child's progress with next steps to support their child's academic growth</p>	<p>Parents/ students</p>	<p>September 2015-June 2016</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Classroom teachers</p> <p>Content Specialists</p> <p>Service Providers</p> <p>f-status</p>

<p>Teachers will participate in ongoing PDs regarding multiple entry points and higher order thinking questions</p> <p>Teachers will better understand how to allow all students from all subgroups to better access grade level material and differentiate through small group instruction</p> <p>Teachers will better understand how to develop higher order thinking questions, scaffold questions, and encourage students to engage in conversations in which they ask and answer questions, including higher order thinking questions</p>	<p>Classroom Teachers</p> <p>Content Specialists</p> <p>Educational Assistants</p>	<p>September 2015- June 2016</p>	<p>Assistant Principals</p> <p>Literacy Coach</p> <p>Literacy Consultants</p> <p>Teacher Development Coach</p>
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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.

Human Resources:

- Principal and assistant principals
- Literacy/reading recovery f-status
- Digital age for learning (technology consultants)
- Evolution consultants (literacy)
- 100 book challenge coach/PD

Instructional resources:

- Grade team teachers and all other providers will meet weekly to look at student work during common learning time and during our weekly PD, Once a month after school for 2 hours (curriculum team)
- ELLs/SWDs/bottom 1/3 will be provided with after school for grades 2-5 meets 3/week/2 hours/5 teachers/15 weeks
- Book of the month to enhance family reading and reinforce comprehension (500 books per month for 10 months).
- Achievers/Enrichment after school for grades 3-5 for 4hrs/week/5 teachers beginning in January – May 1
- School leaders (3) will meet regularly with staff and all teams to discuss assessments, data, and student work to reinforce and adjust plans as needed

Scheduling:

- Literacy coach, curriculum team, capacity teachers, tech team, will meet regularly to increase collaboration and have teachers facilitate the weekly PD
- Talent Coach will meet regularly with administrators regarding how to effectively conduct formal and informal observations and engage all teachers in effective observation and feedback cycle

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

X	Tax Levy		Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 75% of teachers will demonstrate understanding and implementation of multiple entry points and higher order thinking questions as evidenced by obtaining an effective rating in domain 3 (instruction) of the Danielson Framework through formal and informal observations completed by the Principal and Assistant Principals.

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	HE
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>After reviewing tenet 2 and based on our Quality Review, we found the following: Strength: Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. Priority Need: The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</p>		

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 1b, 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>
<p>By June of 2016, school leaders will organize human resources, programmatic resources, and fiscal capital to ensure that teachers grow professionally by receiving meaningful and differentiated professional development in literacy. This will be evidenced by a 3% increase in the number of level 1 students that achieve level 2 in the Spring 2016 ELA assessment.</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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Capacity teachers/Teacher Development Coach facilitates PD on the Danielson's Framework for Teaching & Learning with particular attention to domain 3 with the main focus on student engagement.</p>	<p>Teachers of SWDs, ELLs, bottom 1/3, students at or above grade level</p>	<p>2015-2016 during five week cycles with new teachers 0-3 years</p>	<p>New Teacher Development coach and Literacy coach</p>
<p>Onsite support from the TEP Talent Coach to assist administrators in utilizing the Framework to conduct observations as well as provide timely and actionable feedback</p>	<p>Teachers of SWDs, ELLs, bottom 1/3, students at or above grade level</p>	<p>2015-2016</p>	<p>Talent coach from the Teacher Effectiveness Program, Administrators, literacy coach, literacy consultant</p>

Based on the findings from observations and walkthroughs, coaches and consultants will be asked to:			
<ul style="list-style-type: none"> • model • arrange inter-visitations, • assist with looking at student work, • provide support in lesson planning, unit planning and curriculum mapping 			
Ongoing professional development for teachers (including feedback sessions and content) to facilitate collective understanding and internalization of select competencies (3b and 3c)	Whole school	2015-2016 Monday cycles of professional Learning opportunities	New Teacher Development coach and Literacy coach, administrators
Professional development will be individualized among staff such that staff members are matched with a coach or a consultant	Whole school	2015-2016 five-week cycles	New Teacher Development coach and Literacy coach, administrators

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.

Human Resources:

- Talent coach
- Literacy coach
- New Teacher Development Coach
- Consultants (digitalage for learning and evolution)
- 100 book challenge coach
 - Teacher/Para/School Aide/administrators per session for after school
 - Teacher Effectiveness program talent coach assists with the observation and feedback cycles by regularly meeting with the APs and visiting classrooms. This activity comes at no cost.
 - DigitalAge Consultants twice a month from September 2015- May 2016 and 2 Mondays a month for PD from 2:20-3:40
 - 2 Social workers x 3 hrs/week from October through June 2015 plus 1 social worker x5 hours a week from January 2016 through June 2016.
 - 1 guidance counselor X 3 hours a week from October 2015-June 2016

Instructional Resources:

- Contract with afterschool CBO 4hrs/week/50 students in grades 3-5 from January – May 1, 2016
- NYSTL/School Library allocation/Software

- Supplies/Materials to support instruction such as professional development books individualized for each teacher
- Scheduling:
- Literacy (EVOLUTION consultant) provides professional development and meets twice a month with teachers throughout the day during grade meetings and individual meetings 2 and 3 times a month from September of 2015 through June of 2016
 - DigitalAge for Learning consultants meet at least twice a month with tech core team
 - New teachers (0-3 years) meet during the school day for 5-weeks cycles

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		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 of 2016, 50% of teacher observations will be complete as per their option and they will have received meaningful and timely feedback based on those observations. Professional development opportunities will reflect the needs of teachers based on the observation and feedback cycle.
- 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	HE
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Upon reviewing tenet 6 and based on our Quality Review, the following was found:</p> <p>Strength: The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</p> <p>Priority Needs: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</p> <p>According to our 2014-2015 QR we need to ensure that students are provided with multiple entry points to access grade level material. Parent training will result in additional parental support that will assist all students to better understand the grade level curriculum.</p>		

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–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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>
<p>By June 2016 the school will see a 5% increase in Parent Engagement measured by parent attendance records in workshops provided by organizations, teachers, and administrators as compared to last years parent attendance records. This will be monitored by the Parent Coordinator and the Principal.</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 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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teacher teams will share student work products and data with parents in October, during Parent Teacher Conferences, at the end of January, in March and at the end of May.</p> <p>Teachers will meet regularly to share best practice with parents</p>	<p>All Students, parents and teachers</p>	<p>10/2015, 1/2016</p> <p>3/2016</p> <p>6/2016</p>	<p>Parent Coordinator</p> <p>PA</p> <p>SLT</p> <p>School leaders</p>
<p>Parent Coordinator, administrators, staff, family workers, social workers,</p>	<p>Parents and students</p>	<p>Ongoing/</p>	<p>Parent coordinator to conduct, facilitate and provide weekly and monthly</p>

<p>guidance counselor, maintain ongoing communication with families.</p> <p>Parent Coordinator and administrators (3) conduct parent workshops, focusing on the diverse needs of the community and the constituents</p>		<p>monthly throughout the year 2015-2016</p>	<p>workshops in coordination with administration and staff</p> <ul style="list-style-type: none"> • School Leadership Team (6 staff and 6 parents) to meet and set goals • Parent Association – meets twice a month with administration and community to assess the needs of the community and provide PD for parents as the needs arise • Family workers (2) – provide ongoing communication with parents and community as identified by the SLT, the SIT, the Attendance committee and the SBST <p>Social workers (2), teachers (34), administrators (3), PA, parent coordinator – provide ongoing workshops and communication/ meeting with parents</p>
<p>SLT (School Leadership Team) meetings – Every two weeks parents will have the opportunity to discuss the school’s goals, budget, instructional practices, students’ behavior, and progress.</p>	<p>Parents/ teachers</p>	<p>Every two weeks 10/2015-5/2016</p>	<p>Family workers (2) – provide ongoing communication with parents and community as identified by the SLT, the SIT, the Attendance committee and the SBST</p>
<p>The school, in collaboration with the PA and the parent coordinator, has scheduled school wide events (from 9/2015 to 6/2016) to encourage engagement and participation within the community and the school.</p>	<p>Parents, students, staff</p>	<p>Ongoing through 2015-2016</p>	<p>Parents will attend workshops and will participate in school events throughout the 2014-2015 school year during school hours and off school hours.</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.

Human Resources:

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

Instructional Resources:

- Materials for workshops
- Materials for incentives
- Books for parents and other resources (e.g. pamphlets, leaflets, booklets, informational packets)

Scheduling:

- Monthly meeting with parents
- Monthly workshops (sometimes twice a month)
- Parent meetings and conferences
- Monthly assemblies

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	X	Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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 of 2016 there will be a 3% increase in the variety of parent workshops and parental engagement opportunities offered at Public School 54 by organizations, teachers, parent coordinator and administration as compared to the previous school year. This will be monitored by the parent coordinator.

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

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	ELLs, SWDs, Lowest 1/3	<ul style="list-style-type: none"> • WILSON • F&P Intervention Program • Guided reading • Guided writing • Reciprocal reading • Independent reading • Interactive writing • Modeled writing • Expertise of the AIS provider • 100 book challenge • Max Scholar 	<ul style="list-style-type: none"> • Small groups • One-to-one conference • Tutoring 	<ul style="list-style-type: none"> • During the school day (the intervention period is used for TIER 2 intervention (content specialist, AIS and SETSS providers push into grades 2-5 to provide intervention) • Before school (conflict resolution provided by the social Workers) • After school for level 1 students, H.O. ELLs) Saturdays for ELLs and SWDs)
Mathematics	ELLs, SWDs, Lowest 1/3	<ul style="list-style-type: none"> • Guided Math (go math) • Conceptual with manipulative • Acuity • Multi modality 	<ul style="list-style-type: none"> • Small groups • One-to-one conference • Tutoring 	<ul style="list-style-type: none"> • During the school day • Before school • After school Saturdays
Science	ELLs, SWDs, Lowest 1/3	<ul style="list-style-type: none"> • Scope and Sequence • Embedded in ELA and Math 	Small groups	During the school day

		<ul style="list-style-type: none"> Modeled in guided, interactive and reciprocal reading <p>Experiment Research</p>		
Social Studies	ELLs, SWDs, Lowest 1/3	<ul style="list-style-type: none"> Scope and Sequence Embedded in ELA Modeled in guided, interactive and reciprocal reading 	Small groups	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP, referrals by SIT, IEP teams, parents	<ul style="list-style-type: none"> Conflict Resolution/Peer mediation Organizational skills Counseling/socialization skills Respect For All <ul style="list-style-type: none"> Anti-bullying 	<ul style="list-style-type: none"> Peer group One-to-one Small groups <p>One-to-one with families/caretakers</p>	<p>During the school day</p> <ul style="list-style-type: none"> Before school (conflict resolution) <p>After school</p>

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.
<p>In order to recruit high quality teachers, we do the following:</p> <ul style="list-style-type: none"> • Work closely with our district HR point person, traditional teacher education programs, and alternative licensure programs. • Attend hiring fairs to identify and recruit highly-qualified teachers. • Work closely with our HR point person to ensure that all required documentation and assessment deadlines are met. • Begin recruiting when the teachers complete and return their preference sheets. • Look in the NYCDOE Finder online system. • Reach out to nearby universities chair person in the ELL/SWDs education departments. • Ask staff to recommend professionals for interviews. • Have established a screening team comprised of staff members that are experts in the vacancy area. • The staff conducts level 1 screening measuring content knowledge. If candidates pass level 1 screening, the person is invited to return for a demonstration with children that represent the vacancy area. If the vacancy is declared during the summer, we use our summer school students as a lab site for demonstrations. • During the school year, the payroll secretary reaches out to teachers to ensure she has all of their updates information. If a teacher is highlighted as not highly qualified by BEDS the secretary tries to resolve the issue with the teacher. If that does not work, the principal meets with the teacher to create a timeline to resolve the issue. The UFT Chapter person also is privy of the information, provided by the UFT and they also consult with teachers. • We have established a highly qualified committee that discusses professional development and mentoring for new teachers. • Mentors work 1:1 with new teachers, confer, and push in their classrooms to model and provide coaching. • We provide all our teachers with professional development aligned to NYCDOE's citywide expectations and Danielson's Framework to assist them in getting their 175 hours for state certification. • Assignments are given by teachers' goals, preference, administrators' observations and students' performance.

2b. High Quality and Ongoing Professional Development

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

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

3a. Use of Program Resources

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

N/A

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).

N/A

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/information, early intervention services, etc.).

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

We offer individualized professional development to teachers on current topics such as best practice and based on the teacher's self-reflection. These professional development opportunities are aligned to the Danielson Framework for Teaching and advance

Teachers are active participants in the decision-making process and collaborate with administration to look at student work regularly, review progress or lack of progress and decide what assessments or interventions will be utilized to improve instruction and academic achievement (ACUITY, DRA-2, F&P) are some of the assessments we have selected as a team to analyze our students progress and to look at trends. The results of these assessments are discussed during the grade meetings and closely monitored by all teachers.

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

- Teachers meet in teams on a weekly basis to discuss student work and to analyze trends. Based on these meetings, teachers adjust their lessons, make suggestions as to what they think will work best and the assessments that will help us to identify what works best for the population we serve and for the individual needs of each student (ELLs, SWDs, G&T, etc.).
- Danielson Framework workshops are provided based on the components teachers will be rated on. Other domains/components are also covered in these workshops. All staff attends these workshops (paraprofessionals, content specialist, related service providers, classroom teachers, APs). These workshops are resourceful in helping us all understand competency 3d (using assessment in instruction) and what assessments will help us to monitor our students' progress or lack of it. Teachers always make recommendations as to what they think they and their students need in order to succeed. Recommendations are always acknowledged and taken under consideration.
- As members of the school team, teachers use and create assessments, rubrics, and grading policies that are aligned with the school's curricula and offer a clear portrait of student mastery, thus providing actionable and meaningful feedback to students, teachers and teachers regarding student achievement.

- As a team, we use common assessments to create a clear picture of student progress toward goals across grades and subjects, track progress, and adjust curricular and instructional decisions so that all students (ELLs, SWDs and G&T) continue to demonstrate increased mastery and academic success.
- As a team and across the classrooms, the assessments we choose reflect the varied use of ongoing checks for understanding so that teachers make effective adjustments to meet the needs of all our learners and work and design next steps.
- As a team, teachers and administrators implement assessments and analyze results and evaluate the effectiveness of the assessments used or the PD provided to teachers.
- Use student data and observations to assess teacher effectiveness and diagnose needs of both teachers and students.
- As a team, we work on developing a shared understanding of instructional excellence.
- Administrators hold regular meetings and maintain open communication with teachers about results and develop strategies for targeted improvement.
- As a team, we use multiple sources of evidence that helps us set our expectations for: instructional planning, classroom delivery and student assessment and evaluate our commitment to improving our instructional practice.
- Assessments are selected based on feedback from teachers and the results are analyzed carefully during our weekly data meetings. Analyzing the results of each assessment helps us in determining what to dispose of and what we need to continue using to further improve instruction and advance academic achievement.
- All of our teachers are engaged in inquiry-based, structured professional collaborations that have strengthened our instructional capacity and have helped us in promoting the implementation of the CCLS and the instructional shifts in ELA and Mat. This, we are hoping, will result in a school-wide instructional coherence and increased student achievement for all of our learners (ELLs, SWDs, and G&T).
- Teacher teams and administrators systematically analyze key elements of teacher practice through the analysis of students work, including classroom practice, assessment data, and student work. This, we hope, will result in shared improvements in teacher practice and mastery of goals for groups of students in ELA and Math.
- Our leadership is distributed so that there is effective teacher leadership. Teachers play an integral role in key decisions that affect student learning across the school.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	533,219.00		
Title I School Improvement 1003(a)	Federal	16,979	X	5a
Title I Priority and Focus School Improvement Funds	Federal	102,748	X	5a 5c 5d
Title II, Part A	Federal	130,959.00		
Title III, Part A	Federal	14,796.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,400,696.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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. Public school 54X, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Public School 54X will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

Public School 54, 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 State Standards to enable participating children to meet the State's Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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>P.S. 54X</u>	DBN: <u>10X054</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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>100</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>5</u>
of content area teachers: <u> </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: Begin description here: _____

The purpose of this program is to:

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

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

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

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

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

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

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

Read broadly from the wide reading library of leveled books

☐ Read deeply from the science or social studies investigation libraries

☐ Expand their vocabulary and background knowledge of different genres and activate prior knowledge through the use of higher order thinking questions (Depth of Knowledge).

The teachers also do reading intervention. This includes:

☐ Explicit, differentiated instruction

☐ vocabulary development/Academic language development

☐ Guided reading practice to build academic language and content knowledge

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

Writing:

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

Part C: Professional Development

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

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

Begin description here: _

The purpose of our professional development opportunity is to:

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

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

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

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

One workshop will cover topics such as the new language progression and how to target and plan for

Part C: Professional Development

academic language (this workshop will be offered on October 31, 2014 before the program begins for kids).

Other areas of PD (these are scheduled to begin around 11/17/2014) will cover topics such as: Differentiation of instruction for ELLs and how to differentiate using the child's IEP and NYSESLAT scores on reading/writing and listening/speaking, the NYSITELL; Academic Language/Language Development; Technology for ELLs/SWDs to enhance listening and speaking (AWARD Reading, among other programs/software), curriculum and engagement; planning using the recommended language use of 60/40, 50/50, 25/75; ESL strategies for teaching in the content areas; understanding and differentiating for the different components of the NYSESLAT: reading/writing and listening/speaking.

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

The purpose of our parental engagement activities is to:

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

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

Our first workshop is scheduled for November 18 and is titled: "At Home Strategies and Working With Your Child's School" provided by Dr. Ferreira with the assistance of our school social worker, Ms. Ilarraza. During this workshop we will share with parents best practice and strategies to use at home to help their child acquire the academic language they need to succeed in school: Listening to your child read regardless of the language the child is reading in; websites to visit like colorin/colorado for resources.

Three other workshops (one will be on the the fourth week, another on the sixth week and another one

Part D: Parental Engagement Activities

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

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

1. Activities for Parents and children: Making time for family

- How to create a long lasting bond with your child
- At home activities

2. Self Esteem, Behavioral , and Mental Health Issues in Children:

-At Home Strategies

- Working with your child's school
- Mental Health resources in the community

3. Helping your child excel in school:

- Study plans and guides
- Good at home study habits
- Reading with your child
- Helpful study websites/ Library Resources

4. Behavior issues at home and school

- Behavior contracts
- PBIS home matrix

5. Navigating the school system and how to get needed services

- Who to talk to if you feel your child has a delay or disability
- At-Risk Services
- Special Education Services
- What is OTPT, Speech, SETTS

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

To facilitate and ensure academic excellence for all ELLs, parents of ELLs are informed through monthly calendars, emails, newsletters, the school website, meetings, and workshops as to new developments concerning our English Language Learners and workshops/learning opportunities available at the school.

Every effort is made to communicate and assist parents throughout the school year and to do this we have the following personnel providing services to our ELLs, SWDs and regular students and their families: Bilingual school counselors and Social Workers, Psychologists, Bilingual SETSS, a bilingual principal, a bilingual parent coordinator who holds weekly workshops for parents and with parents. The School Leadership Team and Parent Association are also very involved in the life of the school and our school community in general. They hold monthly meetings. During these meetings parents are informed and updated about school/community related issues and updates on mandates.

Moreover, to better service the parents of ELLs, we have translated our school FAQ, PBIS Matrix, into French and Spanish and the monthly school calendar that goes out to parents and the community is also in English and Spanish. All of the information provided to our parents is usually in multiple languages

Part D: Parental Engagement Activities

and translation is provided as needed as per the chancellor's regulation A-663.
Through our open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational social-emotional and academic life.

Part E: Budget

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

Allocation Amount: \$ _____

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

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 10	Borough Bronx	School Number 54
School Name Fordham Bedford Academy		

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 Marybelle Ferreira	Assistant Principal Maria Leatherwood
Coach Jennifer Mooney	Coach Literacy
ENL (English as a New Language)/Bilingual Teacher Marilyn Costa	School Counselor
Teacher/Subject Area Paloma Pena	Parent Ana Polanco
Teacher/Subject Area	Parent Coordinator Carmen Aleman
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Melodie Mashel	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	4	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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	502	Total number of ELLs	164	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"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	164	Newcomers (ELLs receiving service 0-3 years)	146	ELL Students with Disabilities	30
SIFE	5	Developing ELLs (ELLs receiving service 4-6 years)	19	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	0	0	0	0	0	0	0	0	0
DL	84	0	1	0	0	0	0	0	0	0
ENL	54	5	10	20	0	7	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	21	3	16	11	18	8	14	8											0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>22</u>	Number of students who speak three or more languages: <u>2</u>
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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	2	0	4	19	27								0
Chinese														0
Russian														0
Bengali			1											0
Urdu														0
Arabic														0
Haitian	1													0
French	1				1	2								0
Korean														0
Punjabi	1													0
Polish														0
Albanian	1													0
Other	4	2	0	3	1	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)	8	4	2	2	5	3								0
Emerging (Low Intermediate)	7	4	1	4	4	4								0
Transitioning (High Intermediate)	12	2	1	4	2	1								0
Expanding (Advanced)	6	10	15	10	6	13								0
Commanding (Proficient)	7	0	3	3	1	10								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

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	3	3	5	11								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	0	1	0	0
4	17	10	1	1	0
5	9	3	0	0	0
6					0
7					0
8					0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	11	0	7	0	1	0	0	0	0
4	20	0	8	0	2	0	0	0	0
5	11	0	2	0	0	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	4	0	14	0	10	0	2	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)	0	0	0	0	0	0	0	0
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.
 At P.S. 54 we use various assessments to determine our English Language Learners' language and academic needs. We use the DRA-2 to measure English literacy in grades K-5 and EDL (DRA) in Spanish with newcomers and students in the Dual Language program in grades k-3. We also use running records to assess reading progress and Fountas and Pinnell in grades K-5 with the ELL students to measure growth in phonemic awareness and decoding skills in English. For Spanish speakers, phonemic awareness and decoding abilities are also assessed using Estrellita. We also use rubrics in Spanish/English to determine our ELLs' writing needs. We also administer a baseline/midline/endline writing assessment in Spanish/English. The data obtained from the different assessments (e.g. DRA-2, EDL, teacher-created assessments in reading/writing, running records, etc.) indicates that our ELLs need differentiated and targeted instruction in reading/writing and developing the academic language needed to reach grade level standard. The data also tells us that our students need differentiated listening comprehension and vocabulary acquisition. Teachers of ELLs use this information (DRA-2, EDL levels, estrellita, writing assessments) to plan for small group instruction (e.g. listening/speaking/reading/writing) and include multiple entry points in all of their lessons within the content areas (e.g. science, SS, math, literacy, etc).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL assesses the English language level of new students whose home or primary language is other than English. The score of the NYSITELL (Entering, Emerging, Transitioning, Expanding, or Commanding) determines if the student is entitled to receive ELL services and will determine the level of English language support for the student. The results help teachers plan the best program for their students based on his or her strengths and needs in listening, speaking, reading, and writing in English. The NYSITELL and the NYSESLAT assess reading, writing, listening and speaking and our data shows that when a child scores at the Entering, Emerging, Transitioning, Expanding, or Commanding level the scores are consistent on both assessments.

 Our data has revealed (as per the NYSITELL/NYSESLAT) that students starting Kindergarten generally score mostly at the entering/emerging and transitioning levels in English as per the NYSITELL (27 out of 41 students scored at these levels in 2014/2015), with a few in the transitioning (12 students) or expanding levels (6 students). Those in grade 1, have entered the

transitioning level so that fewer are now at the entering level. More of them are at the transitioning level, and a few are expanding. In second grade the students are usually evenly distributed throughout the categories and there are fewer of them who are still classified as ELLs and become former ELLs, but still receive ENL support for two years. Historically, by the end of grade one or two, students often are reclassified as they pass the NYSESLAT and test out (the spring of 2015 shows that 16 of our ELLs scored commanding on the NYSESLAT which is a difference from the 2014 data that shows only 6 students reaching commanding on the NYSESLAT). In grades 3, 4 and 5, more of the students enter the expanding category, which is also an historic pattern in the school. The proportions of students in the transitioning and expanding categories tend to hold steady, with a few students reclassified each year and some whose scores either remain the same or fluctuate between transitioning and expanding. The data obtained from the NYSITELL helps us create programs that would help us address the language needs of our new students (e.g. Dual Language or ENL either in an integrated classroom or stand-alone program).

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

- AMAO 1: Annual increases in the number or percentage of LEP/ELLs making progress in learning English
- AMAO 2: Annual increases in the number or percentage of LEP/ELLs attaining English language proficiency

The information in AMAO provides us with the data we need to improve our programs and differentiate instruction as needed for our ELLs in the different subgroups (e.g. SWDs, economically disadvantaged, Hispanic, long term ELLs, SIFE, etc). RTI and AIS is provided to students who need these interventions based on their home language, grade level, years of ELLs service, ELA/Math performance and progress, NYSESLAT proficiency and progress, attendance, age, holdover status, SIFE status, and disability classification. .

We use this to:

- Identify the instructional and programmatic differences between specific subgroups
- Design targeted, data-driven instructional programs to impact student learning
- Document and share best practices at my school
- Highlight students who exhibit known risk factors in order to develop and implement targeted interventions such as RTI and AIS

Our goals are to have our ELLs:

- Attain English proficiency
- Develop high levels of academic competence in English
- Meet the same challenging State academic content and academic achievement standards

AMAO #1 helps us to determine if our students are making progress in english acquisition as determined by:

- advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years ;
- making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years ; or
- scoring at the transitioning level or above on the NYSESLAT for students with one data point.

AMAO #2 Helps us to determine the Percentage of Students Attaining English Language Proficiency:

- Attaining English language proficiency is defined as LEP/ELL students scoring at the proficient level on both the Listening/Speaking (L/S) and Reading/Writing and (R/W) modality combinations (sections) of the New York State English as a Second Language Achievement Test (NYSESLAT).

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?

ELLs are regularly assessed with running records, DRA2/EDL . Generally, ELL students tend to score 1 more frequently on the state exams in English. Native language test scores are also often scores of 1.

The current and past grades 3, 4 and 5 students who take the test in the native language are ENL students who are new to English and to the country, or arrived the year or two before. Usually when assessed on arrival in literacy and content areas, we have found that these students have had inadequate/lack of formal education to perform well in their grade levels. Most students arriving from outside the country, speaking Spanish, read in Spanish at a first or second grade level, in grades beyond that level. If they arrive in first or second grade, some may have never attended school, or function at a Kindergarten level of literacy. These students tend to do poorly on New York State Math or Science tests, either due to deficiencies in skills and background in literacy or in content areas, or both, regardless of the language in which they take the test.

The teachers and and leadership of the school are using the ELLs periodic assessment to further differentiate the academic and language needs of our students at the different levels. These help us plan specific and targeted lessons for the different ELLs in the different subgroups (e.g. newcomers, developing ELLs, long-term ELLs, SIFE, ELLs with IEPs, former ELLs). The results also help us determine and

provide RTI and AIS as needed as well as create programs that are specific for the needs of ELLs (e.g. reading through theater, chorus and the arts and vocabulary/language development).

The home language of our ELLs help us to determine and place students in either Dual Language classes, ENL as integrated or stand-alone or provide them with more support in their native language through literacy.

Based on our students' performance on the NYSESLAT, NYSITELL, Science in grade 4 and ELA and Math exams, we have partnered with digital age (integration of technology in the classroom), Dreamyard to provide differentiated instruction through the arts and technology. We have also created targeted after school programs to address both the academic and linguistic needs of our students. We also extended our DL program to third grade and will continue expanding through grades 4 and 5. We are also providing integrated ENL to further enhance the academic and language needs of our students within their own classrooms.

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](#).]

Students are identified for RTI services using multiple forms of classroom data, and in consultation with a committee (SIT) of specialists who can hear cases for RTI and make recommendations based on this data. Once students have been identified for RTI, the teacher creates a plan which responds to the needs indicated by the data and create a system to track the domains in which the teacher will try to make impact to improve the area(s) in which the student needs help, according to that data. Data collection is done in cycles, (i.e. 4-6 weeks in duration) and assessments at the end of the fixed period informs the teacher about whether or not to continue an intervention or to move on to a next step.

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

Teachers of ELL students are required to collect data specific to L, S, R and W to inform his or her practice in teaching the new language. Systems are also in place to include school-wide and a second language specialist to inform instructional decisions affecting multiple grades.

Moreover, our ELLs' new language development is considered in all instructional decisions. All teachers, including teachers of ENL, SWDs, regular classes, frame content information in a way that is accessible to ELLs through the use of multiple entry points/differentiation as per language/academic needs.

Our teachers use the following:

Reading:

Our teachers differentiate instruction in reading based on reading levels in the native and new language.

Through guided reading children are grouped based on assessments of their reading needs and the guided lessons are focused and include the strategies to be practiced based on the needs of the students. In addition, all of our students are using the 100 Book Challenge during the independent reading block to improve reading comprehension and to engage students in meaningful, engaging and relevant reading in the new language and Spanish.

Through shared reading students have the opportunity to share their opinions, ideas and interpretations of the reading.

Through shared/read-a-loud the teacher also models vocabulary development and engages his/her students in discussions that target reading comprehension.

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

After the review of the data, and noting that our ELLs score lower on reading/writing, we have implemented the following:

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

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

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

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

The teachers of ELLs differentiate instruction to enhance our English Language Learners' knowledge of the writing process.

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?

Our students are assessed with the DRA-2/EDL (Evaluacion Del Lenguaje) in the target language and lessons are differentiated according to their level and following the 50/50 DL model.

Teachers use DRA/EDL and results of La Estrellita to track classroom level progress for these students in literacy and phonemic awareness as well as running records.

We did not have a DL class in testing grades in 2014-2015 (in 2015-2016 we have a 3rd grade DL class). However, historically, our EP students perform as well or just a little below than their peers in the same grades.

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

The results of the NYSESLAT test is used by the ENL/DL teachers to identify students's strength and weaknesses. Based on results of NYSITELL, NYSESLAT test, interim assessments, student conferences, teacher observation and collaboration, SMART goals are established for each student according to their needs.

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

Part IV: ELL Identification Process

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

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.

Upon enrolling their child in a New York City public school, parents or guardians fill out a Home Language Identification Survey (HLIS) with the assistance of our ELLs coordinator and registration team. If the parent/guradian indicates that a language other than English is spoken in their home, their child is given the New York State Identification Test for English Language Learners (NYSITELL), which is designed to determine English language proficiency. Students who score below a State-determined level on the assessment are identified as ELLs, and are therefore entitled to ELL programs and services. During the spring of each school year, ELLs in grades K-5 take the New York State English as a Second Language Achievement Test (NYSESLAT), which is designed to measure language development. Students remain ELLs until they score Proficient/commanding on the NYSESLAT. Once they score proficient/comanding, they receive services and testing accommodations up to two years after passing the NYSESLAT. These students are considered former ELLs.

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

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

Students who score below proficiency become eligible for state-mandated services for ELLs.

All new entrants to a NYC public school who have a home language of Spanish and score below proficiency must also be administered the Spanish LAB once at the time of initial enrollment during the same testing period to determine language dominance for instructional planning in providing bilingual and ESL services.

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

The secretary, (Ms. Brown, Pupil Accounting Secretary), then sends an entitlement or non-entitlement letter to the parents/guardians of each student who was tested, informing the parents or guardians of whether or not the student was deemed eligible for ELL services, based on results and the score on the test. The identified ELL student's parent or guardian also receives an invitation to a program orientation in which he or she may make a program choice.

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

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).

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process as outlined below:

1. We administer the oral interview questionnaire (The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. Also, the Oral Interview Questionnaire should be used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices. Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Russian, Spanish, Urdu

2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS) The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information will be highly informative for teachers of SIFE, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for teachers to plan instruction.

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).

These are ELLs who are served by an Individualized Education Program (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test).

ELL status is not the determinant factor for special education eligibility. Response to Intervention (RTI) approaches are first applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period.

The procedures for conducting bilingual assessments of ELLs who currently have IEPs or may have IEPs developed as a result of an initial evaluation. ELLs with disabilities receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings.

The language proficiency team is comprised of the principal, a DL classroom teacher/ENL teacher/ELLs coordinator, the Special Education supervisor/designee and a parent.

Identification of Students with Interrupted/Inconsistent Formal Education (SIFE)

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in such schools are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the

same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined below for students who are

- Newly identified ELLs, and
- In grades 3 to 9, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, we have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitional level or higher on the NYSESLAT.

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.
Entitlement/non-entitlement letters are mailed through the US postal service to the address of the parent/guardian in the parents' preferred language. A copy is also sent home with the student. Parent Survey and Program Selection forms are collected from parents/guardians in person, at the time of the orientation, or they are also delivered to the main office (206) where they are stored in a designated file (the pupil personnel secretary is responsible to store them when they are delivered to the main office. The individuals responsible for this are the pupil personnel secretary and the ELLs coordinator.

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 informed that they have the right to appeal ELL status within 45 days of enrollment through letters in the available and preferred language(s) of the parents.

Re-Identification of ELL Status

Phase 1

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

We initiate a review of the ELL status determination upon receipt of a written request from any of the following:

A student's parent or guardian

- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The individuals responsible for this are Ms. Costa, the ELLs coordinator, the APs and the Principal.

Copies of letters and records are kept in the main office and updated/maintained by the pupil personnel secretary and the ELLs coordinator.

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.

Parents are the sole determinants of the programs their children are placed in. We are required by law to notify parents of their child's eligibility for ELL services and provide information and program choices through parent orientations (these orientations are done in the parent's preferred language and if interpretation/translation is needed, we make appointment with a translator/interpreter from the interpretation and translation unit). We do not refuse admission to our zoned students or students assigned by the DOE's Enrollment Office based on their ELL status or program needs.

When a new ELL enrolls and is identified as an ELL through the identification process, we inform parents of the three instructional models available in New York City (TBE, DL, stand alone/integrated ENL), regardless of whether the preferred model is currently

offered in the school. To inform parents of these options, we provide parents of newly enrolled ELLs with a parent orientation with a trained pedagogue (Ms. Luther/Ms. Costa) where they view the Parent Orientation video (which explains the three program options and is available in 13 languages). After they view the video, parents/guardians are given a chance to ask questions and discuss their concerns, so that they understand each program, its implementation and goals, and so that they can make a judgment about ranking their preferences. During the orientation, we also provide information on standards and assessments.

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

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

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

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

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

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Entitlement letters are mailed through the US postal service to the address of the parent/guardian in the parent's preferred language. A copy is also sent home with the student. Parent Survey and Program Selection forms are collected from parents/guardians in person, at the time of the orientation, delivered to the main office (206) where they are stored in a designated file and maintained by the pupil personnel secretary and the ELLs coordinator.

Phone calls are also made as necessary and interpretation/translation services are provided as needed to make sure that all parents understand the program selection process and that these are returned within the allotted time.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The team comprised of the ELLs coordinator, the pupil personnel secretary, the parent coordinator and our family workers are involved in making sure that the parent survey and program selection forms are completed within the allotted time and during the parent orientation meetings. If there is a form missing, phone calls are made to arrange for appointments or to arrange for interpretation/translation services. However, we tried to make sure that all forms are completed at the time of registration/orientation.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement notification letters are sent home via postal service or given to the parent in person, if available, in the parent's preferred language. The individuals responsible for this are the pupil personnel secretary and the ELLs coordinator.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All documents pertaining to ELLs (HLIS, non-entitlement, and entitlement letters) are retained and stored in room 206 and pertinent documents are placed in each child's cumulative record. Original copies of documents are placed in a lock cabinet in room 206 and are updated and maintained by the pupil personnel secretary and the ELLs coordinator. The individuals with access to ELLs records

are the teachers who use the information to plan and differentiate instruction, the assistant principals, the principals, the pupil personnel secretary and the ELLs coordinator.

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.

The revised Language Assessment Battery (LAB-R) is used to identify and place new ELLs. It is administered only once to a student to determine his or her eligibility for instructional services for English Language Learners (ELL). All LAB-R eligible new entrants must be tested no later than ten school days after the date of enrollment.

A student identified as an ELL through the New York State ELL Identification Process

(<http://www.p12.nysed.gov/biling/bilinged/pub/LEPproc.pdf>) must take the NYSESLAT each year until he or she exits ELL services.

Steps after identification and used for testing:

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

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

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

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

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

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Letters are sent home via postal service in the parents' preferred language to all parents of ELLs. The individuals responsible for this are the pupil personnel secretary and the ELLs coordinator.
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 school program choices have increased in the choice area of ENL and few in DL, increasing by 15 percentage points more, over the previous year's choices of this program (2012-13=60%; 2013-14=75%); in TBE there has been a 3-fold increase (2012-13=3%; 2013-14=9%); and in ESL there has been a decrease by more than half (2012-13=36.5%; 2013-14=16%). Our demographics remain essentially the same in terms of the percentage of students who are ELLs and although the language distributions vary from year to year, Spanish remains the home language of the overwhelming majority of students. To explain the increase in interest in bilingual approaches, particularly in Dual Language, we have reflected on what we have learned from families

who have noted that there is a Dual Language program. As the DL model has grown, families report that they have become more interested in this model, and since this interest continues to increase, as evidenced in program choice, we also continue to offer it at the rate of one new class in one new grade level per year.

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.

In order to meet the high standards set for all students at P.S. 54 and to ensure that our ELLs participate equally in literacy, mathematics and other content areas, we provide each of our ELLs with coherent programs that are delivered throughout the school day.

Our instruction is rigorous and it targets academic language, cognitive development and academic and life skills. With this in mind,

we provide our ELLs with the following models: One is a Self-Contained ESL Program. The other is a stand alone/integrated model.

The third is a DL model in Kindergarten, Grade 1, Grade 2 and grade 3.

We follow the recommendations set forth in part 154-2 and provide the units of study as mandated by this regulation.

Our dual language program includes the following:

- an ENL component designed to develop skills in listening, speaking, reading, and writing in English
- all content-area courses/subjects are taught in the home language and English
- a home language arts component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture
- 50% of the students are ELLs of the same home language; 50% of the students are not ELLs (former ELLs or never ELLs)

In our stand alone/integrated model the ENL teacher comes into the classroom to serve students for the mandated time as determined by their New York State English as a Second Language Achievement Test scores (NYSESLAT) (90 minutes, 180 minutes,

360 minutes) during content area instruction/other units of study. The ENL teacher and the classroom teacher work together to plan

and to make sure those students are receiving support as they receive content area instruction (e.g. Social Studies, ELA, Science,

Math, Arts). In this model both teachers work in collaboration to provide language acquisition and vocabulary support while retaining content instruction time.

b. TBE program. *If applicable.*

NA

c. DL program. *If applicable.*

In Dual Language, students are placed in a "one-world" program in which the classroom teacher provides instruction in each of the languages (English and Spanish).

Our dual language program includes the following:

- an ENL component designed to develop skills in listening, speaking, reading, and writing in English
- all content-area courses/subjects are taught in the home language (Spanish) and English
- a home language arts component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture
- 50% of the students are ELLs of the same home language; 50% of the students are not ELLs (former ELLs or never ELLs)

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)?

	Levels (as of 2015-16 SY)	Total # Minutes ENL Minimum # minutes standalone ENL	Breakdown of Total # Minutes ENL Minimum # minutes
integrated ENL Entering ENL/ELA	Beginner / 360	180	180 integrated
integrated ENL/ELA	Low Intermediate / Emerging 360	90	180
integrated ENL/ELA	Intermediate / Transitioning 180	0	90
integrated ENL/ELA ENL/ELA or other	Advanced / Expanding 180	0	180 integrated
			content area
integrated ENL/ELA or other	Proficient / Commanding** 90	0	90
			content area

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.

At P.S. 54 we use programs that serve as resources that enhance our students' English language development and listening comprehension. Our instruction is differentiated and targets different areas of language acquisition as well as the listening skills that students must develop in order to enhance their listening comprehension through the use of a robust emphasis on phonemic awareness and vocabulary formation.

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

Our ELL students participate in our 30 minutes of daily intervention support by the classroom and a push in teacher. During this time, these students are highly engaged in independent reading (native language or new language (English), conferencing one-on-one with the teacher and participating in targeted-small group instruction.

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

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

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

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

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

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

Through guided reading (Spanish and English) children are grouped based on assessments of their reading needs and the

guided lessons are focused and include the strategies to be practiced based on the needs of the students. In addition, in grades PK-5 students are using the 100 Book challenge in English and in Spanish during the independent/intervention reading block to improve reading comprehension and to engage students in meaningful, engaging and relevant reading. Through shared reading the teacher also models vocabulary development and engages his/her students in discussions that target reading comprehension.

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

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

ESTRELLITA:

We use ESTRELLITA in grades K-2 in dual language classes with students who are not reading in their native language (Spanish). Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to

English. Estrellita is especially effective for small group instruction which will help to get students back on track in Spanish literacy and

their transition to English. Estrellita utilizes a proven, systematic, accelerated approach to teaching syllables and meets the needs of

ELLs no matter the performance level. It also jump start into reading for recent arrivals with no formal schooling.

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

Performance tasks in Spanish and in English in reading/writing/math are utilized throughout the year and after each unit of study to make sure that our ELLs are appropriately evaluated in their home language. Rubrics in Spanish/English are used as a form of assessment and to ensure that students are understanding the tasks in both languages. We will also use the ELE in all of the dual language classes to assess Spanish acquisition. The results of these assessments will help to further differentiate planning for Spanish instruction in our dual language classes ranging from grades K-3.

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

DRA is used for reading assessment, Writing samples are collected to be assessed with a second language rubric (Spanish/English), and an analytic rubric for speaking and listening is used for assessing oral language.

The NYSESLAT, which is administered each spring, also gives us data that helps us evaluate the progress of our students.

The ELE exam will also help us evaluate our students' progress in their native language (Spanish) and for the EP students it will help us to assess the second language (Spanish) in our dual language classes.

Assessments (informal and summative) are administered in a eight-week cycle along with daily/weekly running records in reading and rubric assessment in writing.

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

SIFE students are being provided with, in addition to their regular ENL program, AIS during the day designed for SIFE. They also receive support in literacy, through Shared Reading/guided reading in the home language (Spanish) and in English.

Our ELL students also participate in our 30 minutes of daily intervention support by the classroom and a push-in teacher.

During this

time, these students are highly engaged in independent reading, conferencing one-on-one with the teacher and participating in targeted-small group instruction.

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

the NYS ENL learning standards and the NYS NL arts learning standards.

At P.S. 54 we will be using programs that serve as resources to enhance our students' English language development and listening comprehension such as the Award Reading program. This is a program that targets the five major domains of reading through the use of technology and print which accelerates reading ability. One of the main components of this program involves listening comprehension and developing good listening skills. Teachers of ELLs also do read aloud to further enhance their students' listening skills by listening to them explain, make connections and discuss their thinking and ideas. During the read aloud teachers assess comprehension by asking higher order and critical thinking questions about the reading and by asking students to summarize their understanding of the story/passage they had just listened to in their own words.

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

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

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

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

Libraries in English and in the native language are a main component in the Dual Language classes and are differentiated according to levels, genre, interest and are coded to make sure that all students have access to books that they will feel comfortable reading and at the same time challenging and interesting. Through guided reading children are grouped based on assessments of their reading needs and the guided lessons are focused and include the strategies to be practiced based on the needs of the students. Through shared reading the teacher also models vocabulary development and engages his/her students in discussions that target reading comprehension.

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

The texts used in our ESL and DL programs are thought-provoking. These texts connect to the world and experiences of young children and to the content of the curriculum. They guide children along a leveled continuum of reading success and ensure that they develop the necessary grade-level fluency, comprehension, and technology skills. Skills—There is comprehensive skills development, practice, and application in each teaching plan. Children develop reading skills in the five key areas recognized for success in learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

ESTRELLITA:

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

are learning a second language (Spanish in our DL classes).

Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. Estrellita is especially effective for small group instruction which will help to get students back on track in Spanish literacy and their transition to English. Estrellita utilizes a proven, systematic, accelerated approach to teaching syllables

and meets the needs of ELLs no matter the performance level. It also jumpstart into reading for recent arrivals with no formal schooling.

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

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

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

Modeled writing occurs in all content areas and in various genres to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense

of the writing process. The teacher also models how to write in the different content areas within the writing workshop.

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

Guided writing is based on the students' needs. Here the students are grouped according to their writing needs in small groups where the teacher explains the purpose for the writing and models what s/he wants his/her students to learn. Students are given

the opportunity to discuss and practice the new learning. Students are also given the opportunity to articulate their learning as the lesson is being explained.

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

ESL strategies/methodologies:

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

Math).

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

ELLs. We also use the NYC K-8 Social Studies Scope and Sequence.

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

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

LEP students held over in grade:

To ensure that our ELLs are assessed and evaluated accordingly and in their native language we use formative and summative assessments such as Teacher-made assessments as per standards and content area, ELE, LAB-R, SP-Lab, translators are used during

assessment for students who speak other languages than English and Spanish (following mandated guidelines).

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

Also, students in grades K-5 who are repeating a grade participate in our intervention period where they are grouped and taught

according to their needs. This intervention period is 30 minutes long and is provided 5 days a week. During this intervention period

students receive one-to-one guided instruction through individual conference and small-targeted group instruction. These students

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

also receive "at risk" intervention from our Special Education Teacher Support Services (SETSS) and other special education licensed

teachers who provide academic support as needed. In addition to this help, these students receive native language support as

needed and ENL instruction as per their mandated time throughout the day.

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

Education

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

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

Prior to making a referral, students are identified by their teachers and recommended to our IST

(Instructional Support Team) and the SIT (Student Intervention Team) who provide interventions

and make recommendations as they meet with the parents, the teachers and other intervention and related services personnel.

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

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

During the readers and the writers' workshops, these students also receive guided instruction following the workshop model. During this time students are involved in highly organized activities that target the standards for ELA and ENL.

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

Long Term ELLs

Students with interrupted formal education and who have been identified as long-term ELLs are provided with extra programs such

as after school programs, intervention and differentiated instruction, differentiated language learning instruction and extra small

group and individual/academic support. The programs for these students are tailored to their specific language learning needs

and life needs. These programs are designed to strengthen their listening, speaking, writing and reading skills. These programs are

taught by licensed bilingual and ENL teachers.

Plan for Alternative Placement in Special Education

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

Transition Plan for Students Reaching Proficiency

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

7. 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.

As of yet, this process has not been requested or done at my school. If it happens in the years to come, we will follow the procedures as outlined in the ELL Policy and Reference Guide - Re-Identification of ELLs as stated below:

Re-Identification of ELL Status

Phase 1

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)
- A student of 18 years of age or older

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

Phase 2

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

The assigned and qualified staff to follow this process and make sure that it is done correctly includes, but is not limited to the principal, the ELLs coordinator, interpreters as necessary and depending on the language, the parent/guardian and the student and other qualified personnel as deemed necessary.

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?

Instructional strategies include more frequent and flexible use of TPR, role play, visual and graphic materials, usually to address a need for support in literacy development. In many cases attention to oracy is needed as well. Depending on the student, oracy

may be given more attention using speech models to assist in comprehending how to say something, and restatement, to clarify utterances students produced. Support for student repetition of modeled utterances and attention to speech needs

(pronunciation,

identifying needed sounds for writing, addressing confusions between letters and sounds, etc), mostly through scaffolding, modeling

and focused listening routines.

Grade level materials for ELL-SWDs: Students are supplied with materials and grade level books in all of the content areas (e.g.

S.S., Science, Math, Literature, etc.). We are also placing a lot of emphasis on academic language development and planning for

instruction.

All of our instruction in all content areas are highly conceptual, linguistically appropriate, and intellectually and analytically demanding. We strive to develop cognition, higher order thinking skills and use the depth of knowledge to plan questions and to

develop academic language. Our instruction is highly contextualized and our activities and differentiated approach to support all

ELLs regardless of their academic level and language acquisition, are carefully planned, evaluated and analyzed to enhance and

enrich our students' comprehension and understanding of content.

We teach all content areas with cognitive academic language in mind because we understand that this is the language that students

need in order to participate in classroom discourse and to be able to read and comprehend grade level texts, write academic

essays and understand math language.

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

for 2 years.

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

Chart students with disabilities whose IEP recommends ENL or bilingual instruction: English Language Learners who are receiving special education services and who are in either an ENL/Stand Alone or dual language program are grouped and taught in all content areas according to guidelines, learning needs, and NYSESLAT/NYSITLL scores. At P.S. 54 our ELLs with disabilities are provided with ENL/Stand Alone services or are placed in our dual language program. Students who are receiving ENL/Stand Alone/integrated instruction are grouped for instruction according to their grade and scores on the NYSESLAT in the four different components and receive instruction in English in the content areas using ENL methodologies for the specific amount of time as determined by their NYSESLAT scores. In the DL program students are taught standards-based subject matter instruction in the students' native language (Spanish) and in the new Language (English) 50/50.

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*
	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.

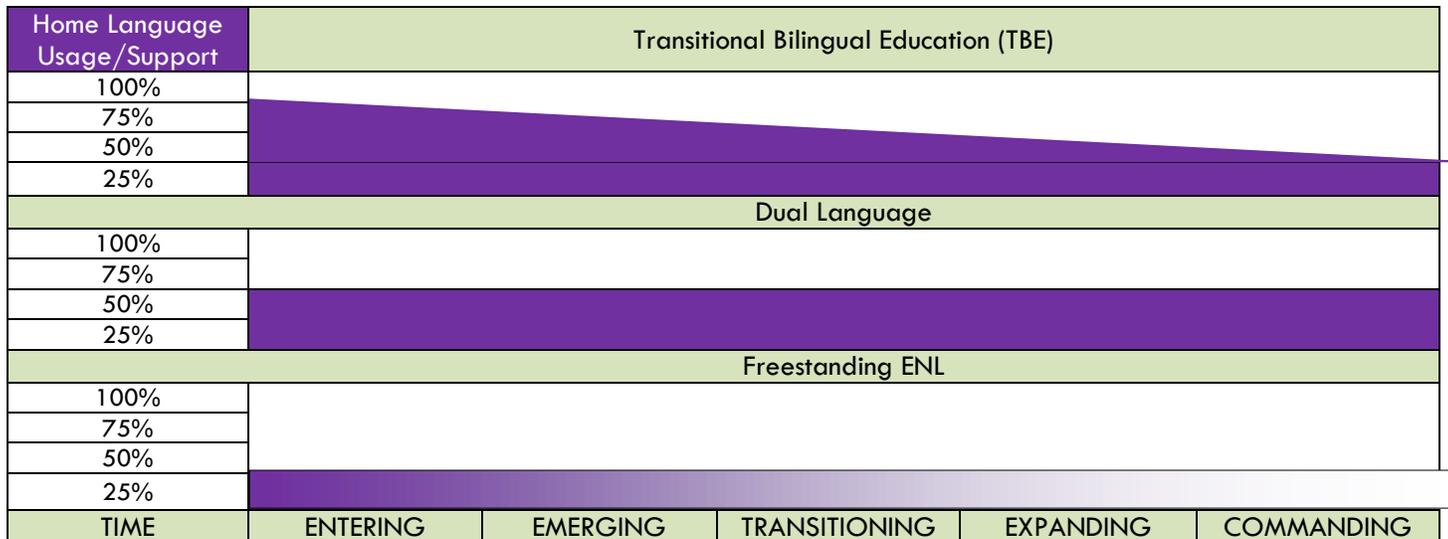


*Note: “other approved services” does not apply to New York City at this time.

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 subgroups are SWDs-ELLs, SIFE, HO, long-term ELLs, newly identified "former" ELLs and "at-risk."

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

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

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

The lessons for these students are differentiated according to their very specific learning needs throughout the day and in all content areas (math, science, social studies, etc.). Support is also provided in the child's language of communication.

Long Term ELLs

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

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

In order for English Language Learners attending P.S. 54 to meet the high standards set for all students and to equally participate in literacy, mathematics and other content areas, we provide each of our ELLs with coherent programs that are delivered throughout the day (e.g. through DL classes, Integrated ENL and Stand alone ENL). Our instruction is rigorous and it targets academic language, cognitive development and academic and life skills. With this in mind, we provide our ELLs with stand alone/integrated ENL and DL as requested and as needed.

Our stand alone/integrated ENL Program:

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

Description of our stand alone/integrated model

Levels (as of 2015-16 SY)	Total # Minutes ENL	Breakdown of Total # Minutes ENL	
		Minimum # minutes standalone ENL	Minimum # minutes integrated
ENL			
Beginner / Entering integrated ENL/ELA	360	180	180
Low Intermediate / Emerging integrated ENL/ELA	360	90	180
Intermediate / Transitioning integrated ENL/ELA	180	0	90
Advanced / Expanding ENL/ELA or	180	0	180 integrated other content
area			
Proficient / Commanding**	90	0	90

area

We use the ENL Stand alone/integrated models to serve students according to their level on the NYSESLAT, its four components and within the same grade level. The stand alone/integrated model allows ELL students to sit most of the day in general education classrooms and participate in differentiated instruction as per their needs.

ENL students are taken out of their classes, as needed, but not always, as per their mandated time as determined by their scores on the four components of the NYSESLAT.

The ENL teacher works closely with classroom teachers to ensure that the students are being taught according to the mandates and their requirement as per their proficiency level.

Dual Language Program

The dual language program is a 50/50 model.

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

Class Configuration Components of our Dual Language Program in grades K-3:

- Balanced Population - 1/2 "native" English speakers & 1/2 "native" Spanish speakers.
- We follow a 50/50 program where we teach 50% of the day in English and 50% of the day in the partner language

at

all grade levels.

- Balanced Instruction - Language, Literacy, and content area instruction is provided in both languages to all students.

What happens in a Dual Language Program?

- language arts instruction in both program languages
- instruction on literacy skills like phonics and fluency along with opportunities to read literature in both languages
- ability grouping for targeted purposes, with frequent reassessment based on strengths and weaknesses on different

skills

- separation of languages, where the teacher will only speak one language at a time without translating, while allowing students to use native language resources such as peers and bilingual dictionaries
- ample time for student interaction (such as through the use of cooperative learning), allowing students to practice their

new

language skills with their peers

Dual language teachers also incorporate practices that include linguistically diverse students:

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

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

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

The Benefits

- Educational: Students are capable of achieving high levels of proficiency in a second language without detrimental effects

to their primary language development.

- Cognitive: Bilingual students perform better on tasks that call for divergent thinking, pattern recognition, and problem solving. Bilingual students also have advanced levels of linguistic awareness. They use strategies to figure out the relationships between what is happening and what is being said. Since most social interactions are by choice, the motivation to understand is so strong it encourages student learning.

- Socio-Cultural: By interacting with peers who are fluent in the target language, students are exposed to appropriate social

conventions of language. Proficiency in two languages also permits individuals to expand their world.

- Economic: Bilingual students have enhanced employment opportunities.

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

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

ELL students with disabilities whose IEP recommends ENL or bilingual instruction

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

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

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

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

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

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

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

The text we use in all of our programs and a combination of fiction/nonfiction—the texts are thought-provoking. These texts connect to the world and experiences of young children and to the content of the curriculum. They guide children along a leveled continuum of reading success and ensure that they develop the necessary grade-level fluency, comprehension, and technology skills. Skills—there is comprehensive skills development, practice, and application in each teaching plan. Children develop reading skills in the five key areas recognized for success in learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

ESTRELLITA:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No new programs in 2015-2016.

For this upcoming year, however, we will have a 3rd grade DL class (these are the kids who were in the second grade DL class in 2014/2015)

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

No programs/services for ELLs will be discontinued.

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

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

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

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

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

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

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.

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

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

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

Resources

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

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

We follow the 50/50 model in our DL classes and differentiate instruction according to the proficiency in the home language and the new language.

Structure

English- and Spanish-speaking children learn both their primary and a new language in an immersion environment.

The languages of instruction are supported through the 50/50 model where the content areas (e.g. ELA, Math, Science and social Studies) are delivered and differentiated in the two languages (Spanish/English). The home language in our DL and ENL programs is supported through guided reading, read-a-louds, shared reading, vocabulary development, oral language, guided/shared writing. Running records are done continuously to ensure understanding and progress in the native language in our dual language classes and ENL classes which is delivered in small groups.

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

All services are provided by teachers certified for the grades, materials are matched to the grades and academic/language needs of the students.

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).

Plan for Newcomers:

- We make sure that teachers (Bilingual, ENL and Monolingual Teachers) are well trained and experienced with ENL strategies and methodology and knowledgeable about second language acquisition. To ensure this, we have developed an ELL handbook which has been distributed to all teachers at P.S. 54. This handbook was distributed and explained during an ELL workshop at the beginning of the year. There have also been follow-up workshops.

- Identify the family literacy level and make family members (siblings also) aware of how the system works and where the resources are to get help (school library, public library, Dial-A-Teacher in Spanish, parent coordinator, during school community meetings and assemblies, PTA meetings).

- Use the first language score (where available) to differentiate our teaching.

- Interview parents when they register the child: ask specific questions about the education system in the native country and how did the child do (if he went to school there). Parents are also invited to one-on-one meeting with the principal when students are being registered or attending school for the first time.

- Administration of the Home Language Survey.

Administration of the NYSITELL

- Analyze student profiles.

- Differentiated instruction and effective teaching strategies for ELLs.

- Collaboration and planning between ESL and content area teachers.

- Clear understanding of the students' linguistic and cultural backgrounds.

- Clear understanding of the student background knowledge and frame of reference and life experience.

19. What language electives are offered to ELLs?

NA

20. For schools with dual language programs:

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

a.) Self-Contained - One World/One Teacher - the model is 50%/50% language allocation

b) The content areas are taught in English/Spanish

c) instruction is separated by content, time, and curriculum.

d) sequential literacy is taught.

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.)
Staff Development (2015-2016 and 2016-2017 activities). At least 50% of the PD time is dedicated to ENL/DL teachers and 15% PD hour for all other teachers.
To ensure that the education provided to ELLs at P.S. 54 is of high standards and quality, the personnel of this school values ELLs, understands their linguistic, academic, cultural and life needs and prioritizes the social-emotional needs of these students. We ground our practice and teaching in research-based best practices that help us to enrich the lives of these students. We are always seeking ways to fully integrate the experiences of these students into the curriculum as we differentiate their instruction.
To strengthen and improve our bilingual, ENL and non-bilingual teachers in the delivery of effective instruction for our ELL students, the principal, Dr. Ferreira, our Language coordinator, and our ENL/Dual Language teachers (Ms. Luther, Ms. Costa, Ms. Pena, Ms. Perez) in conjunction with our ELL representative and with the office of DELLSS, offer professional development in instruction for ELLs and ELLs subgroups. Our teachers are observed formally and informally to ensure quality and rigorous instruction designed for our ELL students and to ensure that they are planning using the common core standards, ENL and NLA standards. Through formal and informal observations, our teachers receive feedback that would help them to make their lessons more differentiated, meaningful, engaging and relevant to the needs of ELLs.
Our programs and workshops are designed to provide all teachers of ELLs with strategies for teaching students who are ELLs in regular classes, DL and self-contained ENL classes, who are in special education and who are SIFE or long term ELLs. As per our Special education students, we provide instruction as per their IEP as well and the common core standards.
We hold regular meetings to discuss assessments, students' work, bilingual/ESL issues and to share new information about mandates, compliance; look at the different subgroups, the results of the Spanish Lab, the NYSESLAT, ELE, ELA and other summative and formative assessments. These workshop/learning opportunities are offered and facilitated by Dr. Ferreira.
An ELL handbook is being created this year for all staff and the teachers of our English Language Learners. This handbook will contain information and resources that teachers can adapt for the instruction of ELLs in their classrooms.
PDs for teachers of ELLs and ENL/DL teachers take place on Mondays during our PD time and throughout the year to ensure that 50% of the PD targets ENL/DL teachers and that 15% targets all other teachers of ELL students (we follow a 6-8 week instructional cycle and cover all topics related to English Language Learners. The Monday PDs for the first cycle: 9/21/15; 9/28/15; 10/5/15; 10/19/15; 10/26/15; 11/2/15; 11/3/15. The next cycle will begin on 11/9/15 and will continue every Monday through 12/21/15 and every cycle until the end of the academic year.
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?
We have study groups for the understanding of English Language Learners and SWDs and best practices, as well as Professional Learning Communities for ELLs' mandated services (these study group meets every Tuesday).
We hold regular meetings during common planning times to discuss assessments, students' work, bilingual/ENL issues and to share new information about mandates, compliance; look at the different subgroups, analyze results from assessments such as the NYSESLAT, ELE, ELA and other summative and formative assessments.
We also send our teachers to PD offered by colleges/universities, but most of all to those offered by the DELLSS department
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our guidance counselor has participated in workshops dealing with articulation from elementary school to middle school. These workshops include the application process, setting up meetings with the parents of the students in fifth grade to help them understand the process for selecting, enrolling and succeeding in middle school. The guidance counselor also helps distribute the directories and works closely with students and parents to ensure a smooth and successful transition from elementary to middle school.
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.
Our professional development workshops target all staffs at P.S. 54 ranging from paraprofessionals/educational assistants to social services/counselors, social workers to classroom teachers and administrators. These workshops include teaching/training our teachers/staff with strategies that would help the ELLs in their class and the ELLs they serve or that are assigned to them. These strategies include: Cultural sensitivity, Higher level thinking skills and study strategies for listening/speaking/reading/writing. Organizational and time management skills are also included in these workshops, as well as, strategies for information gathering and for increasing comprehension of printed materials. We also train our staff in how to use formal and informal assessments to differentiate instruction for ELLs at all English proficiency levels by creating lessons that target language and by providing multiple entry points to make sure that all of our ELLs, regardless of language proficiency, have access to the curriculum. We look at observation/feedback cycle, portfolios in all content areas, peer evaluation, oral reading, journals, interest inventory; conference logs in all content areas, rubrics in all content

areas.

During our PDs on Mondays we will make sure that we cover the requirements as set forth by CR PArt 154-2 of 15% of ELLs related PD for all teachers and 50% of ELLs related PD for bilingual/ENI teachers of ELLs

All agendas and materials are stored in room 206 and the literacy coach maintains a binder with all information shared during the PDs.

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?

We will follow the ELL policy as it pertains to meeting annually with parents.

The school will arrange to meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting will include school staff (e.g. the teacher of the child, the provider if the child is receiving services, the administrators, etc) necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting will be conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

We will schedule to meet with parents/or have phone conferences, if preferred or as needed in the preferred language of the parents, and will keep a log of attendance and/or phone calls. These meeting/phone calls may take place during the allotted parental engagement time of Tuesdays.

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.

To make sure that all meetings with parents of ELLs are done in the parent's preferred language and recorded, we will keep attendance logs with signature from the parent, the purpose of the meeting, the date. We will do the same for phone call conferences, if conferences are held over the phone - if translation is needed, we will contact the interpretation and translation unit and will arrange for aphone conferences in the parents' preferred language. Letters will also be sent (via postal services) if needed in the parent's preferred language. We follow our interpretation and translation policy and inform parents of translation and interpretation services as needed if the language is not spoken by a qualified person at the school.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Every Tuesday, during parental engagement time, teachers of ELLs invite parents to meetings either individually or in groups to discuss academic/language concerns or areas of celebration. Teachers/other providers also provide workshops on academic/language content.

NYSESLAT workshop on NYSESLAT Report for parents will be provide in January. Understanding the CCSS and the shifts in literacy and mathematics in November 2015. How to Communicate and find learning/academic resources for parents of ELLs. 12/2015. Understanding how ELLs learn in 1/2015. How to Read-A-Loud with your Child. 2/15. Parents are primary teachers. 2\2015 Read-A-Loud to your kids. These workshops and learning opportunities will be offered by Dr. Ferreira, Mr. Eisma (translated by Ms. Aleman), our parent coordinator, Ms. Aleman. There will be other workshops for the parents during the month of March concerning the science exam (By Ms. Porreto, the science teachers)and the math exam (by Mr. Eisma). These workshops will be offered in the morning and in the afternoon. Parents of ELLs are also attending ENL classes (2015) most probably every Wednesdays at 8:00 offered by the school and taught by an ELLs expert. Spanish classes will be offered beginning in December 2015. These classes will be offered to Spanish-speaking parents who would like to learn how to read and write in their own language. Likewise, English classes will be offered to English-speaking parents who would like to learn and read in their native language. Our hope is that if parents of ELLs are literate in their own language this would help to advance our ELLs' academic language and academic success. The principal, Dr. Ferreira, has also scheduled workshops on Danielson. She will be addressing competency 3b and helping parents understand and learn how to ask trheir child questions and involve them in discussions and debates. These workshops are scheduled for December 2015. The workshops will be differentiated by language (Spanish/English). All workshops will be done in this manner to enhance understanding and differentiation as per the needs of the parents of our community.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

Translation and interpretation services are provided as needed in the preferred language of the parents/attendees.

Many of the acitivities provided include, but are not limited to, understanding the common core; interpretation of ELA/math as it pertains to SWDs and ELLs; Literacy workshop; understanding of the curriculum; technology and its integration in learning.

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

The needs of our parents and community are carefully reviewed and evaluated through the NYC Schools Learning/Environment Survey.

To better serve the parents of ELLs, we have created a parent handbook in both English and Spanish. All documents going home are sent home in the language of choice.

Our monthly school calendar is also in English and Spanish. All of the information provided to our community is usually in multiple languages.

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

The parent coordinator works hand in hand with the community, the parent association, the SLT and the school to ensure that the needs of the parents are being met. The PC is the facilitator of communication between the school community and the community at large. She is our liaison. Our PC also does the following:

1) Fosters Communication: School and families engage in an open exchange of information regarding student progress, school-wide goals and support activities.

2) Encourages Parent Involvement: Parents have diverse and meaningful roles in the school community and their children's achievements.

3) Creates a Welcoming School: Creating a welcoming, positive school climate with the commitment of the entire school community.

4) Partners for Students Success: Schools engage families in setting high expectations for students and actively partner with parents to prepare students for their next level.

5) Collaborates Effectively: School community works together to make decisions about the academic and personal growth of students through school-wide goals. School fosters collaboration with community-based organization to create a vibrant, fulfilling environment for students and families.

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

We look at surveys and are communicated of our parents' needs through the Parent Association as well.

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

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.

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

Student life, including the social-emotional well-being, is the center of our school and we do all that we can and beyond to ensure that all of our students are served accordingly and have equal opportunities to succeed.

The "I Speak" card has been distributed and posted throughout the school.

My staff is aware and continuously informed of the translation and interpretation policies and communicates with the office and parent coordinator when translation/interpretation services are needed.

School Name: **Fordham Bedford Academy**

School DBN: **10x054**

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)
Marybelle Ferreira	Principal		10/25/15
Maria Leatherwood	Assistant Principal		10/25/15
Carmen aleman	Parent Coordinator		10/25/15
Marilyn costa	ENL/Bilingual Teacher		10/25/15
Ana Polanco	Parent		10/25/15
Paloma Pena	Teacher/Subject Area		10/25/15
	Teacher/Subject Area		
Jennifer Mooney	Coach		10/25/15
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10x054** School Name: **P.S. 54X**
Superintendent: **M. Mashel**

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.

At P.S. 54 we use the HLIS, and through an interview process, to assess the need for translation and interpretation for our families.

The ELLs coordinator and the language access coordinator/parent coordinator act as liaisons with parents/guardians to determine what the translation/interpretation needs of the school are and communicate those needs to the administration and other personnel of the school.

Our ELLs coordinator is a member of our registration team. She interviews parents and administers the home language survey as needed. The information obtained from the home language survey is used to determine the language of preference of parents. It also provides us with information about the home language of the parents/guardians and students.

At registration, and in the emergency contact "blue card" of each child, the parents/guardians identify the language they prefer to receive information either in oral or in written forms and this information is entered in ATS.

To further identify the language needs of our community, we look at the RHLA on a regular basis to make sure that the language needs/preferred language of communication of every member of this community is met.

Parents on the SLT provide additional insights as to the new language needs of our community. Parent Association provides us with information about the language needs of parents during meetings/conferences.

Translation is provided during PA meetings, conferences, meetings with teachers, SBST meetings, counselors, providers and principal's meetings, as needed.

During meetings with staff and during parent-teacher conferences, translation/interpretation is provided in the language of preference.

Our procedure for ensuring that important documents are translated and sent home in the language of preference, allows us to keep communication with the community we serve.

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.

English, Spanish, French, Bengali, Urdu, and sign language for the parents of one of our student.

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.)

All documents sent to families/guardians are mainly in Spanish and in English. Documents are also sent in the other languages as provided by the DOE (e.g. school year calendar, information on parent teacher conferences, information on assessment/tests).

Our Parent Handbook is distributed at the beginning of each school year and during registration of new students throughout the year. The handbook is in English and Spanish.

The monthly calendar is distributed at the beginning of each month in two languages - English and Spanish.

Weekly emails sent by the principal are always in two languages (English and Spanish). Sometimes the emails are sent in other languages such as Bengali, Urdu, French, Arabic, Vietnamese.

The monthly newsletters are in English and Spanish.

Our school website is in English and Spanish

All correspondence are sent in English and Spanish (e.g. letters with important information pertaining to testing, meetings, conferences, Parent Association, School Leadership Team, School Based Support team). This information is also provided in other languages as provided by the DOE

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.

In September the school opens its doors to the community and invites parents to visit classrooms and meet with the new teachers of their kids - translation/interpretation is provided as needed.

My staff is comprised of speakers of other languages than english such as French, Spanish, and sign language.

Throughout the school year, during meetings with teachers or any other member of my staff (e.g. SBST, counselors, social workers, attendance personnel) we use the translations/interpretation services for lanugages not spoken by my staff such as Mandarin, Bengali, Urdu, Vietnamese and Arabic. We also

use this service for conference calls with parents. We have used the translation services for our sign language speaking parents.

Four times a year we have data meetings with parents (October, January, March, May). These meetings are conducted in English and Spanish. Individual meetings are scheduled as needed depending on the language needs of the parents.

We have monthly assemblies for the entire school (English and Spanish).

Parent Teacher conferences are held in September, November, March and May (translation is provided as needed in all languages). Information pertaining to all conferences is sent home in the languages provided by the DOE (Arabic, Bengali, French, Spanish, Urdu and other languages as needed by my community).

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.

All memos and letters that are sent to parents are in English and in Spanish and other covered languages as provided by the DOE .

Availability of translation/interpretation to other languages than English is posted throughout the school and sent home periodically throughout the year (it is also in the parent handbook). We make sure that we notify parents about their right to language services through multilingual signage and the language guide provided in the language access kit.

The parent handbook is written in English and in Spanish and an appendix of it includes information on how to obtain translation and interpretation services and how to access translated versions of many documents.

In-house staff as well as parent volunteers also provide translation support as needed (e.g. sign language)

Our staff is also aware that they can access translated versions of many commonly used documents on the intranet page.

Members of the school community are informed that they can access translated information from the DOE public website

Our staff informs administration when they need to meet with parents and when interpretation will be needed. If the language preferred by the parent is not spoken by one of our staff, an appointment is made, at the parent convenience, with the the translation/interpretation unit.

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.

Oral translation/interpretation is offered at meetings by bilingual parents (e.g. parent coordinator, parent volunteers), bilingual staff, bilingual paraprofessionals, school aides and/or the principal.

We use over the phone translation and interpretation services as needed throughout the school year.

During parent teacher conferences, we have bilingual out-of-classroom teachers, paraprofessionals, school-aides, parent coordinator, and parent volunteers, available on each floor to assist with translation

as needed. We also have a sign language interpreter who assist us as needed (the parents of one of our students needs sign language services and this service is always provided when and as needed).

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.)

Our staff is aware that they can access translated versions of many commonly used documents on the intranet page.
Our staff handbook provides information about translation and interpretation services.
Our staff handbook has as an appendice the Language Identification Guide.
All parents receive the language identification ID card when we receive them.
The language identification guide is posted throughout the school in conspicuous areas.
Information is distributed to parents about their rights for interpretation and translation

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

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

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)

Members of the school community are informed that they can access translated information from the DOE public website.

Twice a year, in September and in January, we send surveys to parents to gather feedback on the different services we provide.

During our monthly parent association meeting we gather information from parents pertaining to the availability and quality of services provided by the school.

Emails are sent regularly to parents (weekly) and parents are encouraged to email us with concerns or questions they may have pertaining to the school and the services we provide.

We also do a needs assessment twice a year to gather feedback from our community.

We look at the environment/learning survey to gather feedback from our parents and to assess our practice and the services and programs we provide.