

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

12X057

School Name:

P.S. 057 CRESCENT

Principal:

BRYANT ROMANO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 57 Crescent School Number (DBN): 12X057
Grades Served: Pre-K – 5th grade
School Address: 2111 Crotona Avenue Bronx NY, 10457
Phone Number: 718-367-9446 Fax: 718-561-7972
School Contact Person: Rosemary Rodriguez Email Address: RRodriguez63@schools.nyc.gov
Principal: Mary Blandino-Sanchez
UFT Chapter Leader: Eduardo Ramos
Parents' Association President: Diane Arias
SLT Chairperson: Christopher Matthews
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Soraida Perez
Student Representative(s): N/A
N/A

District Information

District: 12 Superintendent: Rafaela Espinal-Pacheco
Superintendent's Office Address: 1970 West Farms Road. Bronx, NY 10460
Superintendent's Email Address: REspina@schools.nyc.gov
Phone Number: 718-328-2310 Fax: 718-542-7736

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx NY 10462/One Fordham Plaza, Bronx NY
Director's Office Address: 10458
Director's Email Address: Jruiz2@schools.nyc.gov
(718)-828-7776 / (718)-741-
Phone Number: 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 Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary Blandino-Sanchez	*Principal or Designee	
Eduardo Ramos	*UFT Chapter Leader or Designee	
Diane Arias	*PA/PTA President or Designated Co-President	
Rosemary Rodriguez	DC 37 Representative (staff), if applicable	
Soraida Perez	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	
Christine Butler	Member/ Elected UFT Member	
Monique Vagueiro	Member/ Elected UFT Member	
Christopher Matthews	Member/ Elected UFT Member	
Emily Rosas	Member/ Elected Parent	
Elizabeth Maldonado	Member/ Elected Parent	
Chloe Rodriguez	Member/ Elected Parent	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 57 Crescent is an elementary school with 582 students from pre-kindergarten through grade 5. The school population comprises 24% Black, 71% Hispanic, 1% White, and 1% Asian students. The student body includes 14% English language learners and 20% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the 2013-2014 school year was approximately 91%.

Our belief is that learning is a lifelong journey that our scholars and educators embark on together. The cornerstone of our philosophy is that all children can achieve the highest levels of their intellectual, emotional and social capabilities. In order to promote the highest quality education, we must provide a safe, secure and nurturing environment that allows our scholars to share their thoughts and express their opinions. Through the fostering and cultivation of mutual respect between school, home and the community, we will develop scholars that will be able to meet and exceed the rigorous standards of our curricula. With the unwavering support and guidance of our school community, our scholars will be fortified with the drive and determination to be the leaders and creators of a better world for the 21st century.

P.S. 57 The Crescent School is a vibrant, safe and nurturing community that fosters and values respect for all. Our primary goal is to provide an outstanding education for each and every scholar who walks through our doors. Every scholar must be challenged to work to his/her greatest potential. Each scholar will be regarded as a separate and important individual and will be given varieties of valuable learning experiences as well as an environment that will allow them to grow at their own rate and individual way. Education is a science of teaching and learning and professional development will be a key lever for our teachers to continuously enhance their practice in order to provide exemplary differentiated instruction and to develop our STEM (Science, Technology, Engineering and Mathematics) based curricula. An active partnership between scholars, parents, community and staff will be cultivated to ensure that all voices are heard and honored.

Through partnerships with the Bronx River Arts Center, Marquis Studios, The New Victory Theatre, New York Cares, CookShop, the New York Botanical Garden, students are exposed to a variety of experiences at cultural institutions throughout New York City that support the curriculum. Ps 57 continues to grow partnerships each year in order to maintain a balance between academia and arts enrichment.

The school currently services students in general education, inclusion, and self-contained settings with disabilities that range from learning-disabled to autistic. A lot of time and attention is given to this population of children and many of the teachers have been trained in Therapeutic Crisis Intervention in order to support the ever-growing needs of the subgroup.

Strong family-community ties were an element of the framework that our school community made the most progress. Working closely with the Parent Coordinator and Parent Association President, the level of parent involvement and support to the school has increased dramatically. Coupled with strong family-community ties, our school has continued to create a supportive environment where students feel safe, supported and challenged by their teachers and peers. A key area of focus for our school is in the area of rigorous instruction as we believe we can always stand to improve upon instruction and curriculum.

12X057 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	545	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		86.2%	% Attendance Rate	90.3%
% Free Lunch		84.1%	% Reduced Lunch	0.4%
% Limited English Proficient		9.9%	% Students with Disabilities	23.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.7%	% Black or African American	28.7%
% Hispanic or Latino		69.0%	% Asian or Native Hawaiian/Pacific Islander	0.5%
% White		0.9%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.25	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	2.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.6%	Average Teacher Absences (2013-14)	6.3
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		13.8%	Mathematics Performance at levels 3 & 4	13.8%
Science Performance at levels 3 & 4 (4th Grade)		77.3%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	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		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

Although we have begun to see a transition from teacher-centered to a more child-centered classroom, where scholars have the opportunities to take ownership of their learning by engaging in classroom discussions, having choice, asking questions and utilizing the accountable talk stems in literacy and math we still continue to see some pockets of excellence throughout the building as evidenced by our last two rounds of the P.P.O.. In order to increase student engagement, progress, and improve student performance, an emphasis was placed on teacher practice and supporting teacher effectiveness. Additionally, continued focus on the development of lesson plans that directly address Common Core Learning Standards with closely tied student tasks and assessments will be essential to improve student achievement

Part 2 – Annual Goal

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

By June 2016, there will be a 5% point increase in the overall number of students performing at Levels 3 and 4 in both math (from 20.2% to 25.2%) and ELA (from 17.9% to 22.9%) as measured by the 2016 New York State Standardized Assessments.

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?</i></p>
<p>We will utilize the Danielson Framework for Teaching to support rigorous instruction Within the four domains, PS 57—in alignment with the Chancellor’s initiatives—has elected to focus on Component 1e, Designing Coherent Instruction. Our goal is to support teachers in designing lessons and units that have instructional outcomes aligned to the Common Core Learning Standards, provide appropriate tasks that require high-level thinking for all students, as well as specific assessment criteria to check for student understanding. In conjunction, the intentional grouping of students to effectively address the needs of all students, including English Language Learners and students with disabilities will be an integral part of the focus. The framework provides teachers and administrators with a common language around instructional practices and with a common set of lenses through which to view improvements in instructional practice. The continued strengthening of instructional practice will lead to a steady rise in student achievement for all constituents.</p>	<p>PS 57 teachers, support staff, students and administrators.</p>	<p>Implementation will begin September 2015 and continue through June, 2016.</p>	<p>Administration will create and follow a schedule for teacher observations/feedback utilizing Danielson’s Framework for Teaching.</p>
<p>Our school-based professional learning around Component 1e will lead to focused small group instruction and intervention programs that will support all students as well as target specific groups of scholars, such as holdovers,</p>	<p>PS 57 teachers, support staff, students and administrators.</p>	<p>Implementation will begin September 2015 and continue through June, 2016.</p>	<p>Assistant principal, literacy coach and teacher leaders.</p>

potential holdovers, lowest third and those in need of academic interventions.			
At weekly Common Planning meetings, teachers will collaborate to ensure that there is a clear triangulation of learning objectives, student tasks and assessment criteria that is embedded into curricula plans. They will plan for bi-weekly parent-engagement meetings where they will share best practices and model strategy lessons for parents/guardians to utilize at home.	Teachers, support staff and the parent community.	Implementation will begin September 2015 and continue through June, 2016.	Grade Leaders will oversee most of the process with administrative support and teacher teams will rotate roles and responsibilities on a weekly basis.

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.											
<ul style="list-style-type: none"> • Administration will create and follow a schedule for teacher observations/feedback utilizing Danielson’s Framework for Teaching. • The Danielson Framework for Teaching rubric, support from Borough Support Office staff, and ADVANCE implementation team members as well as Teacher leaders and administrative support. • Per-session funding will be utilized to provide professional development to teachers regarding observation findings, best practices and implementing feedback given by administrators. • Galaxy funds will be utilized to support teacher improvement with the purchase of materials, instructional technology and professional development opportunities. 											
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		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Administrators will meet on a weekly basis to analyze data gathered from classroom observations. Observation data will be monitored and used to link our school wide professional development plan to these observations in order to differentiate supervision/feedback and increase teacher effectiveness. Our mid-point benchmark will take place in February of 2016, to determine whether there has been an increase in teacher ratings for Component 1e, comparing teacher ratings between Observation Cycles 1 and 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- According to 2014 School Quality Snapshot, 87% of parents felt that the school offers a wide enough variety of courses, extracurricular activities, and services. This is under the city average by 4%.
 - According to the 2014 School Quality Snapshot, 84% of teachers feel that order and discipline are maintained at the school. This exceeds the city average by 3%.
 - According to the 2014 School Quality Snapshot 91% of teachers would recommend this school to parents. This is 10% above the city average and 10% above the district average. Furthermore, while the second indicator referenced above exceeds the city average, we as a school community feel that 84% is not high enough.

Part 2 – Annual Goal

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

During the 2015-2016 school year, P.S. 57 will implement a positive behavior program with socio-emotional counseling in collaboration in collaboration with the PBIS Program that will result in a 5% reduction in Level 5 incidents reflected on the OORS reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Monthly read-alouds and shared art and/or music lessons connected to the month's theme will be implemented into the literacy curriculum. In addition, weekly character quotes will be included in morning announcements and will be reinforced by all school staff. Students will engage in monthly self-reflection to assess the impact of the month's activities and identify strategies to continue the work. This will be shared with parents each month.</p>	<p>All students and parents</p>	<p>October, 2015 to June, 2016.</p>	<p>Administrators, Parent Coordinator, PBIS Coach, Guidance Counselor and teachers.</p>
<p>Students will have the opportunity to participate in community service projects, apply for jobs, participate in extracurricular activities, and develop Book of the Month Writing prompts throughout the school year. Parent volunteers will be enlisted to assist students in completion of this work.</p>	<p>All students and parents.</p>	<p>October, 2015 to June, 2016.</p>	<p>Administrators, Parent Coordinator, PBIS Coach, Guidance Counselor, secretaries, SBST staff and teachers.</p>
<p>Our guidance counselor and PBIS Coach will collaborate with teachers, SBST staff and parent coordinator to identify students who need more intensive socio-emotional support so as to provide additional counseling, behavior modification techniques and strategies to more fully address student needs. They will develop individualized action plans that will be communicated to all constituents, including parents and support staff.</p>	<p>Students and Parents</p>	<p>October, 2015 to June, 2016</p>	<p>Administrators, Parent Coordinator, PBIS Coach, Guidance Counselor, secretaries, SBST staff and teachers.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>All School Staff Members, Approximately 33 copies per month of monthly read aloud books, monthly song and/or art piece for use in classroom, outreach to community for service opportunities, monthly assembly periods will be utilized to reinforce themes and promote program, 2-3 instructional periods dedicated to program per month.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

Progress monitoring will take place during our monthly PPT/SIT/PBIS meetings , where we will discuss identified students and determine program effectiveness, measured by the decrease in the number of incidents those students have displayed.

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

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

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

Part 1 – Needs Assessment

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

- Development of more cohesive unit plans that address specific learning targets, tasks and assessments
- Development of academic common language across grades
- Development of lessons and tasks that reflect student data/student work

Part 2 – Annual Goal

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

During the 2015-2016 school year, the school will devote ongoing professional development as well as common planning times on the explicit design of coherent instruction; as a result, our classroom teachers will intellectually engage students in the teaching and learning process as evidenced by 80% of teachers earning overall Effective ratings in components 1e (Designing coherent Instruction) and 3c (Engaging Students in Learning), as measured by the Advance System, utilizing the Danielson Framework for Teaching.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Analysis of student work to guide instruction during common planning periods in each grade.</p>	<p>Teachers/Students</p>	<p>October, 2015 - June, 2016</p>	<p>Teachers, literacy coach, administration</p>
<p>Professional Development sessions focusing on designing lesson plans that clearly address learning targets, student tasks and assessment methodologies/criteria</p>	<p>Teachers</p>	<p>October, 2015 - June 2016</p>	<p>Teachers, literacy coach, administration</p>
<p>Formal and informal observations of teacher practice with timely, specific and actionable feedback to improve instruction.</p>	<p>Teachers</p>	<p>September, 2015 - June, 2016</p>	<p>Principal, Assistant Principals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Common planning times will be incorporated within the weekly school schedule for all grade levels for teachers to collaboratively plan lessons and units.</p> <p>Administration, the literacy coach and teacher leaders will conduct professional development sessions.</p> <p>Per-session monies will be utilized for collaborative teams to refine curricula.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Administrators will monitor weekly common planning sessions to ensure that student work is being analyzed and utilized to further instruction. Additionally, lesson plans will be reviewed during the observation process. Our mid-point benchmark will take place in February of 2016, to determine whether there has been an increase in teacher ratings for Component 1e, comparing teacher ratings between Observation Cycles 1 and 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 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

According to the 2014-2015 Learning Environment Survey, 14% of the Crescent parent body needed additional support in preparing their child for college and beyond. At PS 57 Crescent we believe that schools should create welcoming environments for families and take advantage of community resources to enrich the civic life of the school. Each year we have worked closely with the PA, Parent coordinator and community based organizations to help welcome, value, and incorporate families and the larger community into the school and classrooms. We are excited to see this initiative tied into the Department of Education’s Framework for Great Schools.

Part 2 – Annual Goal

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

By June 2016, parent participation in school activities that increase/support college and career readiness will increase by 20% as measured by the school’s Learning Environment Survey, parent engagement activities and informal school surveys, records and polls.

5Part 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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Provide parent workshops that highlight preparing scholars for college and careers based on the assessed needs of the parents of scholars who attend our school. Work to ensure that our school environment is welcoming and inviting to all parents.</p>	<p>Parent community of PS 57 Crescent</p>	<p>September, 2015 to June, 2016</p>	<p>Parent Coordinator, Parent's Association members, Community Based Organizations administrators, parent/guardian, volunteers, teachers/staff of PS 57.</p>
<p>The Parent Coordinator will also serve as a liaison between vendors and CBO's and maintain a log of events and activities planned for parents each month and file a report with the central office. Family Fun Night is an ongoing program that invites parents, caretakers, and community members to play math games and participate in literacy based events as well as partake in food and, arts and crafts and karaoke.</p>	<p>Parent community of PS 57 Crescent</p>	<p>September, 2015 to June, 2016</p>	<p>Parent Coordinator, Parent's Association members, Community Based Organizations administrators, parent/guardian, volunteers, teachers/staff of PS 57.</p>
<p>On-going conversations and counseling sessions with targeted students and parents about their behavior and progress. Calendar of events will be created and distributed to parents and translated for parents who do not speak English. Calendars will include all school wide events. Utilize the Parent engagement time built into the teacher's schedule to communicate with parents and support them as necessary. Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress.</p>	<p>Parent community of PS 57 Crescent</p>	<p>September, 2015 to June, 2016</p>	<p>Parent Coordinator, SBST Staff, Guidance Counselor, Parent's Association members, Community Based Organizations administrators, parent/guardian, volunteers, teachers/staff of PS 57.</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.

We will monitor progress towards our goals each month at our monthly administrative, SLT and Family Engagement Team meetings. In February, 2016, we will review Parent Sign-In sheets from all parent -focused events, including parent/teacher conferences, workshops and meetings to determine if there has been an increase in parent participation.

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

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

Part 5 – Progress Monitoring

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

We will monitor progress towards our goals each month at our monthly administrative, SLT and Family Engagement Team meetings.

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ol style="list-style-type: none"> 1. Great Leaps (4 separate providers) 2. MaxScholar Setts at-risk 3. Wilson’s (SETSS-at risk) 4. Scholar Intervention Afterschool Program Reading 5. SPIRE intervention Program 6. READ (Afterschool Intervention program) 	<ol style="list-style-type: none"> 1. Repeated readings, comprehension 2. Computer-based 3. Repeated readings, phonemic awareness 4. Reading comprehension, writing, responses 5. Repetition, phonics and phonemic awareness 6. Repeated reading, phonemic awareness 	<ol style="list-style-type: none"> 1. During the school day for 5-45 minute sessions Great Leaps is one-to-one 2. MaxScholar Setts is done in small groups 3. Wilson’s is one-to-one 4. Kaplan (SIAP)- differentiated whole group (9 separate classes, 3 per grade for Grades 3-5) 5. SPIRE Program done in small groups 6. READ afterschool is one-to-one 	<ol style="list-style-type: none"> 1. Great Leaps- ETS periods, during the school day 2. MaxScholar Setts at-risk is done throughout the school day 3-5 periods a week. 3. Wilson’s- throughout the day in 45 minute blocks 4. Kaplan (SIAP) is afterschool, twice a week for 2 hours (2) 5. SPIRE is done three times a week for a total of 1 hour and 40 minutes. 6. READ is done 3 days a week for a total of 9 hours per week
Mathematics	<ol style="list-style-type: none"> 1. Kaplan Scholar Intervention Afterschool Program Math (SIAP) 2. SETSS (at risk) 	<ol style="list-style-type: none"> 1. Pencil and paper, rote memorization, problem solving 2. Memorization of facts, problem solving, computation 	<ol style="list-style-type: none"> 1. Kaplan (SIAP)- differentiated whole group (9 separate classes, 3 per grade for grades 3-5) 2. SETSS at risk- small group instruction 	<ol style="list-style-type: none"> 1. Kaplan (SIAP)- Afterschool, twice a week for 2 hours 2. SETSS- during the school day –45 minutes small group sessions 3-5 times a week.
Science	SETSS (at risk) reading in content areas	Reading comprehension,	SETSS- small group instruction	During the school day – 45 minute small group sessions

		response, repeated reading, writing		
Social Studies	SETSS (at risk) reading in content areas	Reading comprehension, response, repeated reading, writing	SETSS- small group instruction	During the school day – 45 minute small group sessions
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. Guidance Counselor 2. Psychologist/Social Worker (at risk) 3. PBIS Coach 4. Administrators 	<ol style="list-style-type: none"> 1. Conversations, writing, drawing, role-play, crisis-intervention. 2. Conversations, writing, drawing, role-play, crisis-intervention 3. Conversations, writing, drawing, role-play, crisis-intervention 4. Conversations, writing, drawing, role-play, crisis-intervention 	<ol style="list-style-type: none"> 1. Small groups or one-to-one 2.Small groups or one-to-one 3.Small groups or one-to-one 4.Small groups or one-to-one 	<ol style="list-style-type: none"> 1. During the school day for 40 minute sessions 2. During the school day for 10-30 minute sessions 3. During the school day for 5-45 minute sessions 4. During the school day for 5-45 minute sessions

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.
A hiring committee is established and strict guidelines are followed when hiring new personnel. We focus on our areas of need and look at license areas. Professional development is given each week at the school level and teachers/staff leave the building monthly to receive high-quality professional development from network, district and NYC support staff. All of our teachers are highly-qualified.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We provide professional development sessions both in school and attend network-provided professional development series as well. Professional development opportunities are presented to the staff from various institutions based on observation data collected by administration and needs-assessments made by individual teachers who are reflective in their practice.

Part 3: TA Schools Only

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/info, early intervention services, etc.).
Parent involvement activities, including family fun nights, Parents as Readers, class participation and workshops on best practices for early childhood students, transitioning from pre-school and attendance awareness.
Kindergarten orientation.
In-school transition activities between Pre-K and Kindergarten teachers
Aligned resources.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	427,145.00	X	Sections 4, 5a, 5c, 5d, 5e, 6
Title II, Part A	Federal	102,045.00	X	Sections 4, 5a, 5c, 5d, 5e, 6
Title III, Part A	Federal	11,200.00	X	Sections 4, 5a, 5c, 5d, 5e, 6
Title III, Immigrant	Federal	0	N/A	N/A

Tax Levy (FSF)	Local	3,100,283.00	X	Sections 4, 5a, 5c, 5d, 5e, 6
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¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Therefore, PS 57 Crescent, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 57 Crescent 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;

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

PS 57 Crescent, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>53</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</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: _

Rationale:

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

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

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

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

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

Subgroups and grade levels of students:

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

- Schedule and duration:

January 14, 2015 to May 20, 2015

- Wednesdays and Thursdays

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

- Language of instruction:

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

- Number and types of Certified teachers:

2 Certified ESL Teachers or Bilingual Certified Teachers

- Types of materials:

•Reading/writing Materials

•Content Area-related materials

•Smart Boards

•Computers/Laptops

•Chart Tablets

Part B: Direct Instruction Supplemental Program Information

- Pencils, crayons, markers
- Flash drives
- Mini-ipads
- Cameras
- Field Trips

Part C: Professional Development

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

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

Begin description here: _

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

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

- Teachers to receive training:

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

- Schedule and Duration:

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

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

- •Effective Instruction for ELLs using an RTI Approach. (Providers: L. Sachs)

- •Multicultural Awareness and understanding the Immigrant Child (Provider: R. Perez)

- Dates: January 12, 2015, February 9, 2015

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

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

- Dates: November 4, 2014, June 4, 2015

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

- •Understanding ELL Teaching models and best practices

- December 8, 2014

Part C: Professional Development

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

- Professional Development Offerings/Sessions for NYCDOE employees

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

- Rationale:

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

- Schedule and Duration:

- January 2015 through June 2015

Topics to be covered:

- ESL classes for Parents of PS 57 ELLs (Dates: Tuesdays from 2:30pm-3:30pm beginning January 2015-April 2015) Presenter: Jairo Guzman
- We will also be introducing Parent Engagement Workshops for parents of ELLs beginning in January, 2015. This will be facilitated by our ELL teachers and a bilingual teacher Tuesday afternoon during the Parent Engagement time implemented by the city. This will be hands-on and needs-based.

Session Themes:

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

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

How parents will be notified of these activities:

- Monthly Parent Calendar
- Staff will inform parents of on-going activities (ESL Coordinator, building pedagogues, paraprofessionals, office staff, our Bilingual Parent Coordinator, and Administrative Directors)
- Translated forms, letters, or invites will be provided to caregivers.
- PS 57 Crescent Website
- Automated School Messenger will be utilized in accordance to the parent's preferred language of contact.
- Translated posters will be posted in common areas of the school building (outside entrance doors,

Part D: Parental Engagement Activities

hallways, dismissal areas, etc.)

•Announcements, alerts, reminders will be made to scholars or visiting parents via the school’s intercom system

•Classroom staff will make announcements and reminders to scholars

Part E: Budget

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

Allocation Amount: \$_____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • 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 12	Borough Bronx	School Number 057
School Name The Crescent School		

B. Language Allocation Policy Team Composition

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

Principal Mary Blandino-Sanchez	Assistant Principal Greta Gallas
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Vivian Zapata, ESL Coordinator	School Counselor
Teacher/Subject Area Larry Sachs, ESL Teacher	Parent Diane Arias
Teacher/Subject Area	Parent Coordinator Rosemary Rodriguez
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		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)	550	Total number of ELLs	75	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	68	ELL Students with Disabilities	
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	68	1		7						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
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 _____																			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): _____	Number of students who speak three or more languages: _____
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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	11	15	16	6	12	12								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								0
Haitian														0
French					1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										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)	0	5	2	0	4	3								0
Emerging (Low Intermediate)	3	1	3	3	3	5								0
Transitioning (High Intermediate)	5	0	5	1	4	0								0
Expanding (Advanced)	3	9	6	3	2	5								0
Commanding (Proficient)	0	1	0	0	0	0								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		1	2	1	4	1								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									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									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 PS 57 makes use of various assessment tools to evaluate ELL literacy skills. Teachers generate multiple source assessment records for each ELLs using formal and informal data, including work samples. They include: On Demand Writing (K-2), Spanish LAB, NYC Writing Page 29 Prompt (K-5), Running Records (December & March), and DRA (Fall & Spring). Analysis and review tools turn a vast amount of data into valuable, easily consumable information. Data offers snapshots of individual ELLs' performance, allowing teachers to track select data elements over time to make meaningful scholar goals and objectives. The data elements are used as a strategic framework defining the characteristics of effective educational plans and cover a broad range of CCLS and rigorous school interests including assessments, student supports, supplementary services, financial expenditures, and ways of closing the achievement gap. Data reveals scholars struggle with print awareness, decoding, phonemic awareness, summarizing, grasping details, paraphrasing, drawing conclusions, inferencing, and understanding organizational structures of writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSITELL or NYSESLAT result analysis for the school 2015-2016 school year show 14 scholars performing at The Entering level; 18 at the Emerging level, 15 at the Transitioning level, 28 at the Expanding Level, and 1 attaining Commanding Level. Consideration to academic and social fluency in addition to NYSESLAT or NYSITELL data is used to cluster ELLs homogenously or heterogeneously for targeted area instruction. PS 57's objective is to develop proficient scholars and support the exit-out process. We use multiple data assessment tools in order to accomplish this. For example, the 2015 Spring in-house scoring of the NYSESLAT revealed scholars in Grades 1-2 struggling in writing constructed responses. The upper grades generally fared well in completing constructed responses. Unlike early childhood scholars, upper grade ELLs were able to write narratives that included a setting, plot, and numerous details. Of note, their writing flowed smoothly. Yet, some upper-grade students had difficulty writing well-constructed content-based essays that flowed nicely and thus were determined to be partially proficient on the rubric writing scale.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- 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?

a) Scholars are having difficulties with:

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

b) ELL Periodic Assessment results are used to drive instruction by School Leaders and teachers. Online score reporting systems reveal the skill and area on tests that scholars are struggling with. Upon gathering data, ESL and classroom teachers collaborate to differentiate instruction, target individual ELL needs, create groupings, and produce lessons that correlate with CCLS. Page 30

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]

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

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

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

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

Subsequently, we examine if prospective general education teachers have knowledge of how to use effective second language teaching strategies and second acquisition processes for ELLs. Furthermore, we look at extra supports that our school and network can provide to meet ELLs’ social and academic language needs.

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

NOT APPLICABLE

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

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

ELLs who make unsatisfactory gains are discussed at the Scholar Study Team (PLT) meetings and may be observed by our school social worker, a psychologist, a SETTS teacher, a speech teacher or other appropriate support team members. The team utilizes student data to drive meetings , discussions, students benchmark, goal setting, and performance within CCLS. Teachers, administration,

and parental feedback are considered when examining the success or in-need programmatic change of the individual scholar.

In between cycles of instruction we evaluate data from:

- ELL Periodic Assessments (Fall & Spring) •Use NYSESLAT formatted materials
- Consider informal data “kid watching” Page 31
- Scantron Performance Series

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

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

Part IV: ELL Identification Process

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

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.

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

When a new student is admitted to the school, the secretary asks the parent what is the home language spoken at home. Based on the parent or guardian’s response, the secretary hands a Home Language Identification Survey (HLIS) in the appropriate home language to fill out during the initial registration process. The secretary then contacts a trained pedagogue. The informal oral interview and the formal initial assessment are conducted by any of the two main Certified ESL teachers responsible for servicing the ELLs in our school, Mrs Zapata/ESL Coordinator, certification in Bilingual Education (Spanish) K-6 and certification in ESL K-12; Mr. Sachs with certification in ESL K-12. In a household where a language other than English is spoken, parents are given an informal oral interview to clarify language dominance. This interview is conducted in English and if translation is needed, we accommodate by locating someone who speaks their language. On the basis of the response, a formal initial assessment is conducted with the student and if necessary, the NYSITELL and the Spanish LAB for Spanish-speaking students is administered within 10 days by any of the two main Certified ESL teachers. Once all ELLs have been identified and are placed in the proper setting, they are evaluated annually using the NYSESLAT.

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

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).
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. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the student is administered an Oral Interview Questionnaire as long as the Literacy Evaluation for Newcomer SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
NYSITELL eligibility for students entering school with IEPs is based on the determination of the Language Proficiency Team (LPT). If the LPT determines that the student may have English Language acquisition needs, the student must take the NYSITELL. On the other hand, if the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject the recommendation. The LPT is comprised of
....

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.

Within 5 school days of ELL dertermination, our school inform parents of the results of the NYSITELL and ELL status. The school uses the NYCDOE standard parent notification letters in the parents' preferred language. Copies of letters are kept on file.

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).

During our parent orientation meeting, we inform parents that they have the right to appeal ELL status within 45 days of student's enrollment. If parents believe a student may have been misidentified as an ELL or non-ELL, they have to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The school will then initiate a review of the ELL status determination upon receipt of a written request. Then, a qualified and trained staff will do the Re-identification Process. The Re-identification Process must be completed within 10 school calendar days of receipt of the written notice.

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.

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

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

The sessions are conducted in English and Spanish by the ESL coordinator along with the Parent Coordinator and thereafter on an as-needed basis. Sessions consist of a viewing of the parent orientation video (available in other languages) that provides information on the types of ELL programs available for their children. PS 57 provides parents with literature that explains program models. Our staff informs parents of all three program choices (Transitional Bilingual Education, Dual Language, Freestanding English as Second Language). If a trend toward other program choices develops, our school will take the necessary steps to develop these programs. Otherwise, our school ESL liason meets with the parents and discusses various program and school locale options. The parents are then directed to the school's regional network services where placement in the desired program and school takes place.

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

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

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

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

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

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

9. Describe how your school ensures that placement parent notification letters are distributed.
Parents are provided with appropriate forms through the classroom teacher or an ESL certified teacher. In the event that a form is not returned, we send letters home to the caregivers or make telephone calls requesting they return the required form within a few days. We are flexible in scheduling parents to meet with teachers or administration in order to discuss this matter. In addition, at PS 57 we ensure that adequate information is provided to the extent possible in various languages at all parent activities and meetings.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of all forms, letters (including placement letters, parent survey, program selection forms, and continued entitlement letters), and contact attempts are logged and filed at the school. Original selection letters and the HLIS are placed in the student's cumulative folder. The ESL coordinator maintains a copy of the selection letters and continuation letters in a separate binder. An additional copy of the HLIS is maintained by the pupil accounting secretary in the main office. The school coordinator maintains checklists to ensure that pertinent documents have been distributed or returned. In addition, the coordinator secures that the ELPC screen on ATS is complete and updated within 20 business days of enrollment for all first-time admits to NYC schools who have been identified as ELLs via LAB-R hand scores.
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.
Public School 57 ensures that The New York State English as a Second Language Achievement Test (NYSESLAT) is administered every year in April and May to measure ELLs' growth in acquiring English. Every ELL scholar in our building participates in the NYSESLAT. The ELL team reviews ATS Reports such as the RLER report to ensure that all students who are eligible for NYSESLAT take the exam.
- Strong and reliable proctors whom students are relatively familiar with administer the NYSESLAT at our site. A schedule that strictly adheres to all testing accommodations is set forth and followed.
- The test is composed of 4 different modalities and is administered in 4 different grade bands. The Speaking component of the test is administered individually. Listening/Reading/Writing which consist of three test booklets, each containing the based Listening/Reading/Writing section are administered to ELLs in small groups within three contiguous days. Testing logs and checklists are created and monitored to ensure that the entire ELL population completely participates in the exam. Make-up exams take place during the second testing week-window.
- As always, the school ensures that all 4 components of the NYSESLAT are administered to each entitled ELL. Checklists/tables have been developed in order to cross-reference and make certain that all 4 test modalities are given to each child during the NYSESLAT testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are sent to parents of students who continue to be entitled to ELL services. Letters are sent no later than September 15 of the school year in which the student continues to be entitled. Copies of the letters are kept on file.
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).
Across all grades, parent survey forms and selection letters show evidence of a vast trend toward opting for ESL programs. Presently, (13) newly admitted ELLs enter
- Public School 57 has not needed to align Transitional Bilingual Education and Dual Language models as a result of a general parental preference toward ESL only programming. Parents opting for settings other than Freestanding ESL are offered the choice of placing their child in the requested setting at PS 57 if a definite mandated number of requests is evident. Otherwise if unavailable, efforts are made to place the child at a site that contains the parental choice setting.
- Of note, ESL and classroom teachers meet parents of ELLs throughout the school year to discuss progress or any required significant program model modifications pertinent to the scholar.

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.

PS 57 retains instructional time and ensures comprehensive growth for ELLs in the curricula areas by endorsing its data-driven Inclusion ESL/Sheltered Instruction push-in/pull-out program model, that is in accordance with CR Part 154 mandates. Teachers of ELLs follow rigorous CCLS aligned curricula to aid our scholars' development of the target language and to close the achievement gap.

Building leaders endorse collaborative planning and provide ESL teachers access to work with pertinent grade level team members

in order to develop units of study and supports that mirror the units being developed in the classroom. Rigorous school-wide curriculum guides and pacing calendars are adhered to and offer another structure or lens for instruction. Moreover, teachers are

encouraged to keep articulation and group planning logs.

Our ELL group sizes ranges from 5 to 10 scholars. The ESL teachers are able to offer differentiated data-driven instruction that is in

accordance to the child's needs and learning styles.

Our organizational model is composed of Five Grades (Kindergarten through Fifth Grade). Classes are heterogenous. They contain

ELLs, Former ELLs, Transitional ELLs, General Education students, and in some cases Special Education ICT students. Our ELL scholars

remain together with their class throughout the school day. Exceptions are made for newly admitted scholars or scholars in need of

intervention who may benefit from pull-out mandated or supplementary services.

Numerous considerations are taken into account when grouping students. Data is examined and we consider factors such as the ELLs'

language proficiency, age, SIFE status, academic performance and needs.

After reviewing the data, homogenous groupings are created wherever possible and taking into account RTI models. In some cases,

mixed grouping occurs if a classroom contains an insufficient number ELLs.

- b. TBE program. *If applicable.*

Not Applicable

- c. DL program. *If applicable.*

Not Applicable

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)?

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

Based on student proficiency levels, weekly time instruction is allotted as follows: a minimum of 360 ESL minutes for Entering and Emerging levels; 180 weekly ESL minutes/180 ELA minutes for Transitioning and Expanding; 90 ESL minutes for Commanding level students.

Teaching schedules are distributed to administrators and pertinent classroom teachers. Schedules are adhered to in order to ensure that all LEP students receive all mandated minutes of service.

3. Describe how 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.

Our school has 2 active New York State ESL certified teachers ensuring intruotional approaches and methods are in place so that

content is comprehensible and meets CCLS demands. We ensure ELLs become proficient in English, the target language and prepare our

ELLs not only for academic rigourous state grade assessments but also for future educational achievements by means of content

area

push-in/pull-out instruction that is rigorous and aligned to CCLS.

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

Lessons are taught using ESL methodologies such as Total Physical Response (TPR), CALLA (Cognitive Academic Language Learning Approach), scaffolding, bridging, and schema building, concept mapping, and contextualization. Scholars are also exposed to Holistic

Language Learning Approaches, Explicit Instruction, Inquiry Based Learning, and Interdisciplinary-based Learning. ELLs' instruction employs

the same materials as our non-ELL programs and includes supplemental materials such as guided reading ESL level libraries. In addition,

they are provided with optional English and native language versions of formal assessments.

To ensure success, all English Language Learners are held to the same standards as the general education population. This is accomplished

using an array of instructional materials that are comprised of and provide ESL foundations, theories, and methodologies. ESL-based

supplemental materials include: Santillana Intensive English, Houghton Mifflin Leveled Readers, Language Learning , and Shutterbug.

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

development.

Our students are assessed throughout the units and groupings are changed in accordance with RTI model protocols. ESL teachers provide

additional oral language support for the development of academic English in all content areas.

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

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

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

PS 57X makes use of the ELL Periodic Assessment to determine modality gains and areas of foci for students in grades 3-5. Moreover, we will make use of Continental's New York ELLs (for the 2015 NYSESLAT) test sophistication materials to evaluate English acquisition as well as developing CCLS testing stamina.

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

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

a) Currently, there is 1 SIFE student at PS 57. We have examined the SIFE student's history to determine any accommodations. SIFE students will be placed in ideal groups and learning environments that best meet their academic, language and social needs.

We

will also use funds and resources that will enable this population to secure achievement and make essential academic gains.

Supplemental services for SIFE students may include intensive ESL, extended day program, reading and math intervention, summer

school participation, one-to-one tutoring and greater parental outreach.

b) Our ESL teachers have developed plans and instructional goals and strategies for all ELL newcomers. The ESL teachers assist them

in developing their basic interpersonal communication skills with a focus on oral language development. Our ESL teachers also work

alongside classroom teachers so that the new student receives optimum support and interventions. Newcomers may be paired with a classroom teacher or “class buddy” who is proficient in the child’s first and target language. The classroom teachers receive professional development and additional dialogue on ESL methodologies and strategies for fostering and maintaining a Sheltered

English classroom. Interactions can range from fostering language that is relevant to everyday life situations, creating context rich

classroom environment and wait-time considerations.

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

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

An instructional plan is in place in order to prepare ELLs for ELA testing after one year. Our school makes the process comfortable

for the ELL. From the onset, our ELLs and parents are advised about this process. We utilize appropriate and differentiated instructional materials and ESL strategies that will help the ELL acquire the target language alongside a base that prepares them

for future high stakes exams.

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

We ensure that scholars are met individually in order to discuss their individual strengths and needs. Parents are also made aware

of their child’s performance by means of personal telephone communication, in-house conferences, or through the mail.

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

For the most part, this population of ELLs’ strengths lie in listening and speaking comprehension. They lag in reading and writing

skills. Therefore, we emphasize reading and writing. Our school employs rigorous collaborative group work and cooperative learning experiences such as jigsaw that promote problem-solving and accountable talk. Lessons provide explicit instruction in the

structure of English language, background building, bridging, academic vocabulary development.

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

Additionally, we stress that scholars are met individually to discuss their strengths and needs and parents are made aware of

their child’s 4-6 years service status its standardized testing exemption implications.

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

Long term ELLs may receive additional individualized support and instruction to help meet their educational needs. Academic Intervention Services (AIS), ELA/Math support services, peer tutoring, one-to-one tutoring, counseling, Intensive ESL, and support or

focus on weak linguistic modalities are considered and assigned to targeted ELLs. In addition to supplemental services, observations

and data collection, Long-Term ELLs may be discussed at length by the AIS Team, upon where alternative services or programming

may be assigned.

e. Support plans are in effect for ELLs who have reached proficiency on the NYSESLAT. Services such as counseling, ESL push-in instructional visits, student (briefings/next steps) orientations about the exit out process, and parental outreach are carried out in

order to facilitate this transition. Our school articulates with parents and students in order to make them aware of special testing

accommodations that will remain for two years after attaining proficiency. Former ELLs are also encouraged to attend our after

school programs. In addition, ESL teachers provide resources for lesson planning, scaffolding concepts, and academic vocabulary support to the classroom teacher so that former ELLs will continue to be provided with the necessary tools for language development.

7. 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.

The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If it is determined that the student may have been adversely affected by the determination, the principal will provide additional support services to the student.

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?

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

The ESL coordinator and the IEP teacher communicate and work together along with general education teachers to ensure that paraprofessionals, and related personnel, such as therapists and social workers, meet the individualized needs of the student within

the ELL-SWD's education programming. Entering/Emerging students receive 360 minutes of ESL instruction.

Transitioning/Expanding

students receive 180 minutes of ESL instructions in addition to ELA instruction. Supplemental minutes of ESL instruction are offered

depending on language needs. IEP review mandates is generated and ESL teachers take part in reviewing annual goals and are

involved in the IEP re-evaluation processes.

Teachers provide Positive Behavioral Intervention and Supports (PBIS) practices and strategies for all students to increase academic

performance, improve safety, decrease problem behavior, and establish a positive school culture. We provide instructional expectations for all assignments in multiple formats that include written or oral. Scholars are taught alternate strategies needed to

meet standards such as different approaches to learning math, special text editing strategies, behavior management tools such as

self-talk, anger management, etc.

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

advanced learners to pursue topics in greater depth.

Our teachers include supplemental curriculum materials specifically designed to help students acquire general education content to

meet the standards and benchmarks that apply to all students.

ELL-SWDs utilize the same grade-level materials that general education use. They include: Go Math, Ready Gen, social studies and

science texts. Lessons are adapted or modified using supplemental materials and strategies to make input comprehensible.

Rigorous

NYSESLAT preparation is instructed within the grade band to include content curricula lessons that employ general education texts

and include content material adaptations to make lessons more comprehensible and level appropriate.

When necessary, teachers re-visit curricular content and provide additional guided practice before, after, or as appropriate,

during class time. Students are also provided with extended learning opportunities to increase their rate of learning.

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

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?

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

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

All service providers submit and revise program placement on a regular basis to ensure flexibility so that appropriate academic services are rendered. We adhere to IEP documented recommendations to ensure that SWDs are placed in their correct setting.

Non-SWDs who are ELLs re placed in ICT classrooms when appropriate and ratio of General Education to Special Education teachers is balanced. Scholars benefit from having 2 teachers in an ICT setting as they provide additional support for not only SWDs but also for non-SWDs ELLs. Of note, ELLs SWDs continue to receive their mandated units of ESL services.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually 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(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	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 Dually 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.

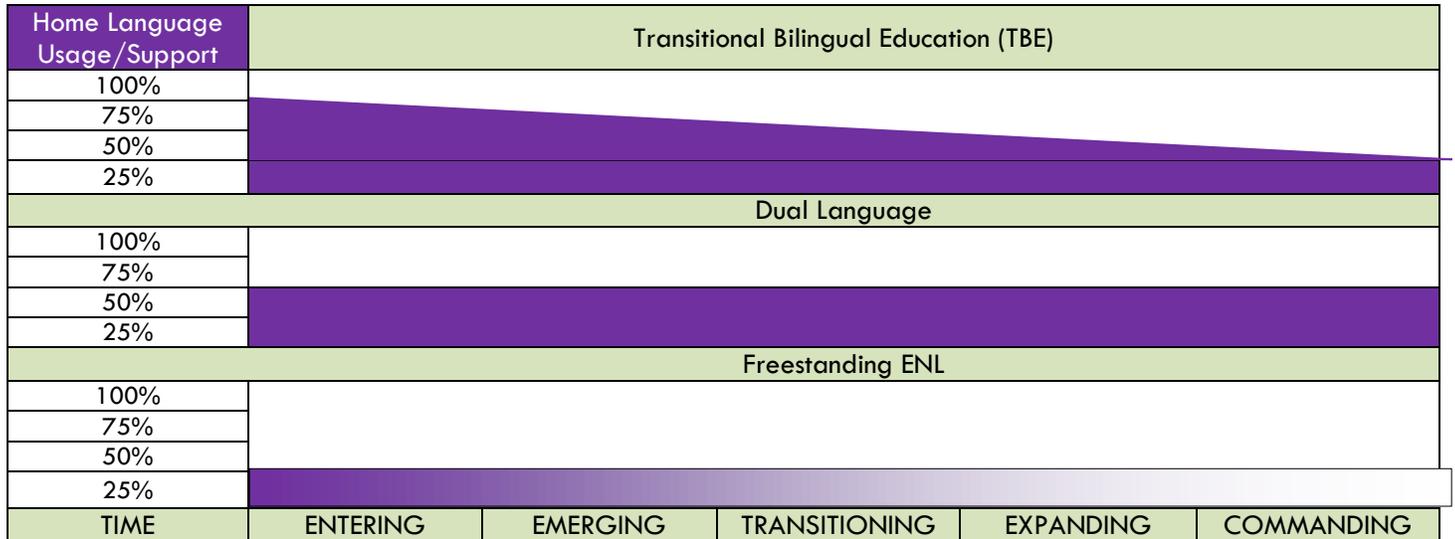


*Note “other approved services” does not apply to New York City at this time.

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

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

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

Additional interventions include:

•ELL "Before School" Morning Programming

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

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

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

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

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
Improvements will take place during the upcoming school year at PS 57. Books and resources for teacher use and professional development will be added. Teachers and other staff will have a vast of out of the building professional development opportunities to attend and at a latter date turn-key to in-house staff members.
Moreover, students in Grades 3-5 have been provided with individual laptops. Students are able to conduct rigorous research and develop technology awareness and fluency.
Our ELLs will also have the opportunity to make museum visits and explore the language and critical thinking that is necessary for them to examine art works. Museum trips and guided tours will be integrated into the curriculum.
In addition, a music program has been reinstated at PS 57.
13. What programs/services for ELLs will be discontinued and why?
NONE
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
.
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 laptops and a computer laboratory. ELLs conduct internet based research, create power-point presentations and writing reports, make use of audio listening and phonics development interactive activities, access websites in teacher guided Page 43 lessons that require research. ELL push-in teachers are also equiped with I-Pads.
All classrooms from grades Pre-K though Grade 5 are equipped with Smartboards. Software (Math and Literacy) programs are employed.
Content area instruction is taught with an interdisciplinary approach. Content instruction is also infused into our ELA (Ready-Gen) and Mathematics (Go-Math) curricula. In addition, teachers make use of the NYC Science and Social Studies curricula course books.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Our school makes available and validates native language support and cultural activities that are particular to the child through means of art and literature. Bilingual Spanish-English books are available in the library. Teachers also train students to use tools such as "google translate" to access translation.

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

- determine student language strengths and limitations to establish academic needs;
 - make use of native language support for content teaching in first and succeeding years through available content instructional materials;
 - pair teachers who are familiar with the entitled student's first language;
 - "buddy-up" newcomers with students who are familiar with their native language
 - encourage native language support from student's peer;
 - make native language books and online libraries and media resources available to students;
 - create multicultural activities that value ELLs first language;
 - provide bilingual glossaries;
 - teach skills and strategies that assist second language acquisition (recognizing cognates).
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
PS 57 believes and asserts that all supports, resources, and classroom materials must be authentic and developmentally appropriate for age and grade level. Therefore, all language services correspond to ELLs ages and gradelevels.
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).
Prior to beginning of the school year, PS 57 implements numerous activities to assist newly enrolled ELLs. ESL staff members recommend useful English language development software such as Rosetta Stone or websites that facilitate second language acquisition. Teachers are provided with strategies and methodologies that foster language development and give insights or a better understanding into the world of the second language learner. Scholars are budied-up or placed in classrooms with fluent students whom may be of assistance in the event that the language is not spoken by the classroom teacher or other pupils.
19. What language electives are offered to ELLs?
Language electives are not offered to our ELLs.

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

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)?

NOT APPLICABLE

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

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

Professional Development Sessions include a myriad of topics ranging from:

- Co-Teaching Models For Teachers of ELLs
- Examining Rigorous Instruction that is CCLS Aligned
- ELLs and Academic Language
- Effective Instruction for ELLs using an RTI Approach
- ESL strategies aligned to CCLS standards
- Scaffolding •Teacher Talk Repertoire Awareness
- Differentiated Instruction
- Oral Language Development
- NYSESLAT Readiness ELL Professional Development Opportunities
- DOE sponsored PD sessions (dates vary)

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

Professional development topics for this school year include: •Developing Student's Oral Language •Collaborative Team Teaching-ESL Strategies •CCLS aligned Go Math Webinar •Implementing a Successful RTI Model with English Language Learners

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
PS 57 keeps the individual scholar in mind and wants parents to make informed decisions about the best options for their child. Our ESL staff works with other staff members and parents to provide support for 5th grade scholars transitioning into middle school. Classroom teachers and ESL teachers conference with parents and scholars to discuss middle school options, program choices, mandated minutes of services and assessment accommodations such as extended time on NYS exams.
4. 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.

We offer on-site professional staff development for teachers who may not hold mandated ESL Jose P. training or content area credentials on Second Language Acquisition strategies such as scaffolding, academic language to support content area participation, Page 46 "teacher-talk" repertoire awareness, meta-linguistic skills, linguistic functions within the context of a lesson, and differentiated instruction. General Education Teachers are offered the opportunity to attend outside professional development opportunities that may exist. Agendas and attendance records of professional development participation are kept on file.

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?

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

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

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

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

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

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

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

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

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

•Good Shepherd Services

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

•Wellness in Schools

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

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

Our school pays close attention and evaluates the needs of ELLs' parents. Parents can meet regularly at PS 57's Parent Association room to make decisions and discuss schoolwide initiatives. School staff communicate regularly with parent leaders to discuss parental needs. Parents are surveyed formally and informally. Their elicited ideas as to the types of workshops and programs to Page 48 be initiated that address their needs and concerns are taken into serious account.

PS 57 has a parent-open door policy. When parents have a concern, they can meet with school officials and discuss alternative

options. As always, our parent-coordinator is a visible staff member that is crucial in problem-solving and aiding parents in finding soluble solutions.

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

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

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

Parent workshops/activities include:

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

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.

School Name: _		School DBN: _	
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)
Mary Blandino-Sanchez	Principal		1/1/01
Greta Gallas	Assistant Principal		1/1/01
Rosemary Rodriguez	Parent Coordinator		1/1/01
Vivian Zapata	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Jarry Sachs/ESL Teacher	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 12X057 School Name: P.S. 57 Crescent
Superintendent: Rafaela Espinal

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.

Our Progress Report data-findings show that 98% of parents feel that our school communicates with them in a language that they understand.

- Some findings show that some parents have experienced a disconnect due to language diversity or the possible lack of communication. We will make use of the interpretation unit's services to make adequate outreach for alternative languages such as French and Arabic.
- Bilingual Spanish and English speaking staff provide translation services.
- Parent-related activities are presented with a Spanish Translator.

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

Spanish, French, Twi

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.)

Monthly calendars, handbooks, class and school newsletters, after-school programs and events, parent-teacher conferences, testing dates and information

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.

Parent-Teacher Conferences - November, January and March
Kindergarten and new student intake interviews - Throughout the year
Curriculum Night - September
Parent Tuesdays - Throughout the year
Discipline Conferences
IEP Meetings
School Leadership Team Meetings
School Functions/Assemblies

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.

•Parent Workshops on data, curriculum, literacy and mathematics provide parents with opportunities to learn more about academic expectations and assessments and to understand their role in helping their children to succeed.
•In-house translators (Parent Coordinator, teachers, staff members, other parents, outside providers) will translate pertinent information at Parent Workshops, Parents' Association Meetings, School Leadership Team meetings, Parent Conferences, etc. for all parents who require information to be in Spanish.
•Efforts are made to include staff members such as the our .5 proficient French speaking Speech Teacher or our Occupational therapist. We will continue to post signs in Spanish in addition to Arabic and French in strategic common areas of the school (main entrance, main office, P.A's. Office, Parents' Room) informing parents that translation services are available in our school.
Most translation services will be conducted in-house and we will contact the Translation & Interpretation Unit, as needed.

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.

In-house by school staff and over-the-phone interpreters, 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.)

Staff meetings and memos

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

PS 57 will provide translated notifications requirements via:

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

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)

Parent Surveys, staff conversations with parents, parent coordinator