2018-19

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 10X054
School Name: P.S. / I.S. 54
Principal: MARYBELLE FERREIRA
Comprehensive Educational Plan (CEP) Outline

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### School Information

- **School Name:** The Academy of Creative Minds
- **School Number (DBN):** 10x054
- **BEDS Code:** pk-5
- **Grades Served:** pk-5
- **School Address:** 2703 Marion Avenue Bronx New York 10458
- **Phone Number:** 718-584-4203
- **Fax:** 718-584-4326
- **Email Address:** mferreischools.nyc.gov

- **School Contact Person:** Marybelle Ferreira
- **Principal:** Marybelle Ferreira
- **UFT Chapter Leader:** Lauren Weintraub
- **Parents’ Association President:** Lisa Garcia
- **SLT Chairperson:** Marybelle Ferreira
- **Title I Parent Representative (or Parent Advisory Council Chairperson):** Angela Cruz
- **Student Representative(s):** N/A
- **CBO Representative:** N/A

### District Information

- **Geographical District:** 10
- **Superintendent:** Maribel Hulla
- **Superintendent’s Office Address:** 1 Fordham Plaza, Bx. NY 10458
- **Superintendent’s Email Address:** mhulla@schools.nyc.gov
- **Phone Number:** 718-741-5852
- **Fax:** 718-741-7098

### Field Support Center (FSC)

- **FSC:** Bronx-D10
- **Executive Director:** Jose Ruiz
Executive Director’s Office Address: 1 Fordham Plaza, Bronx, New York 10458
Executive Director’s Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/718-741-8895  Fax: 718-828-6280
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marybelle Ferreira</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Lauren Weintraub</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Lisa Garcia</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Angela Cruz</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Jennifer Mooney</td>
<td>Member/staff</td>
<td></td>
</tr>
<tr>
<td>Marisa Maio</td>
<td>Member/staff</td>
<td></td>
</tr>
<tr>
<td>Abigail Halliday</td>
<td>Member/staff</td>
<td></td>
</tr>
<tr>
<td>Colleen McBride</td>
<td>Member/staff</td>
<td></td>
</tr>
<tr>
<td>Cristina Flores</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Ana Polanco</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Shamila LopezBersis</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>Frances Mendes</td>
<td>Member/parent</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
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<tr>
<td>N/A</td>
<td>Member/</td>
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<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning — to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear — that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Public School 54 is committed to nurturing the intellectual, physical, social and emotional development of all our students and adults in our school.</em></td>
</tr>
</tbody>
</table>

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

Mission

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

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

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

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Public School 54 offers a Dual Language Program (DL) (grades K-4) and English as a New Language (ENL) program as integrated or standalone for our English Language Learners (ELLs). These programs/services meet the needs of our ELLs in that they both build on their knowledge and proficiency in their native language as well as develop their proficiency in the new language (English). We believe that it is important for these students to not only learn the English language but also develop their native language proficiency.

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

In order for all students to make gains in English Language Arts and Mathematics, our focus for this school year (2018-2019) is small group guided instruction specifically in reading and writing. We believe that small group differentiated instruction is the most effective way to meet the various needs of all of our learners and to provide multiple entry points to grade level material. In order to help our teachers master the art of small group instruction Public School 54 has several partnerships that assist us in achieving effective small group instruction in every classroom. These partnerships include Teachers’ College Reading and Writing Program, Ballet-Tech, Digital Age Learning, Reading Rescue, Community Word Project, Fan4Kids, Little Orchestra, Cook Shop, and Dreamyard. Each of these partnerships have enabled us to expose our students to a wide range of opportunities that would hopefully help them reach their full potential.

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

3. Describe any special student populations and what their specific needs are.

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

4. Identify 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.

The area where we showed the most progress within the Framework for Great Schools during the 2017-2018 academic year was Strong Family-Community Ties.

For this school year (2018-2019) our key area of focus is: student achievement/engagement through rigorous instruction. To do this, we will focus on rigorous instruction at all grade levels using the Teachers College Reading and writing curriculum and aligning it to the Common Core Standards. The instruction will be customized to help us differentiate the learning needs of all of our students (e.g. SWDs, ELLs, lowest 1/3, regular ed). Instruction will be aligned to the Common Core Standards with the purpose of helping all of our students develop the critical thinking skills needed to succeed at their grade level and which will conduct to student achievement.
### School Demographics and Accountability Snapshot for 10X054

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK, 0K, 01, 02, 03, 04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>485</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>N/A</th>
<th>Dual Language</th>
<th>YES</th>
<th>Self-Contained English as a Second Language</th>
<th>N/A</th>
</tr>
</thead>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>36</th>
<th># SETSS (ELA)</th>
<th>30</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>26</td>
<td># SETSS (Math)</td>
<td>25</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>25</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>22</th>
<th># Music</th>
<th>6</th>
<th># Drama</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td># Foreign Language</td>
<td>N/A</td>
<td># Dance</td>
<td>N/A</td>
<td># CTE</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>97.0%</th>
<th>% Attendance Rate</th>
<th>92.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>95.7%</td>
<td>% Reduced Lunch</td>
<td>1.6%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>23.1%</td>
<td>% Students with Disabilities</td>
<td>18.4%</td>
</tr>
</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>0.4%</th>
<th>% Black or African American</th>
<th>23.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Hispanic or Latino</td>
<td>72.4%</td>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
<td>2.9%</td>
</tr>
<tr>
<td>% White</td>
<td>1.0%</td>
<td>% Multi-Racial</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School (2018-19)</th>
<th>5.1</th>
<th># of Assistant Principals (2016-17)</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
<td>0%</td>
<td>% Teaching Out of Certification</td>
<td>0%</td>
</tr>
<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>16%</td>
<td>Average Teacher Absences (2014-15)</td>
<td>6.5</td>
</tr>
</tbody>
</table>

#### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>19.5%</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>9.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>65%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>N/A</td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>N/A</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>N/A</td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>N/A</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Overall NYSED Accountability Status (2018-19)

<table>
<thead>
<tr>
<th>Reward</th>
<th>No</th>
<th>Recognition</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
<td>No</td>
</tr>
<tr>
<td>Focus District</td>
<td>Yes</td>
<td>Focus School Identified by a Focus District</td>
<td>No</td>
</tr>
<tr>
<td>Priority School</td>
<td>No</td>
<td>Focus Subgroups</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native | N/A | Black or African American | NO |
  - Hispanic or Latino | NO | Asian or Native Hawaiian/Others Pacific Islander | N/A |
  - White | N/A | Multi-Racial | N/A |
  - Students with Disabilities | NO | Limited English Proficient | NO |
  - Economically Disadvantaged | NO | ALL STUDENTS | NO |

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native | N/A | Black or African American | NO |
  - Hispanic or Latino | NO | Asian or Native Hawaiian/Others Pacific Islander | N/A |
  - White | N/A | Multi-Racial | N/A |
  - Students with Disabilities | NO | Limited English Proficient | N/A |
  - Economically Disadvantaged | NO | ALL STUDENTS | NO |

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native | N/A | Black or African American | N/A |
  - Hispanic or Latino | YES | Asian or Native Hawaiian/Others Pacific Islander | N/A |
  - White | N/A | Multi-Racial | N/A |
  - Students with Disabilities | N/A | Limited English Proficient | N/A |
  - Economically Disadvantaged | YES | ALL STUDENTS | YES |

##### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native | N/A | Black or African American | N/A |
  - Hispanic or Latino | N/A | Asian or Native Hawaiian/Others 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 | ALL STUDENTS | N/A |

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native | N/A | Black or African American | N/A |
  - Hispanic or Latino | N/A | Asian or Native Hawaiian/Others 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 | ALL STUDENTS | N/A |

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native | N/A | Black or African American | N/A |
  - Hispanic or Latino | N/A | Asian or Native Hawaiian/Others 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 | ALL STUDENTS | 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Strength as per the 2016-2017 Quality Review (QR) : School Culture: The school has established a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations

Priority Need as per 2016-2017 QR: To ensure that teachers develop units and lesson plans that are data-driven, differentiated, with multiple entry points and that are appropriately aligned to the CCLS standards.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 of 2019 all teaching staff will plan and implement rigorous and coherent curricula that is aligned to the CCLS to engage and meet the needs of our bottom 1/3. This will result in a 3% increase in the average proficiency level of the bottom 1/3 in the Spring 2019 NYS ELA Assessment.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Lab Sites:</td>
<td>Classroom teachers, SWDs, ELLs, lowest 1/3 and students at or above grade level</td>
<td>Sept 2018 through June 2019 Inter-visitations will occur on a monthly basis</td>
<td>Principal, APs, TCRWP Staff Developers</td>
</tr>
<tr>
<td>Administrative Observation Cycles:</td>
<td>All teachers of ELLs, SWDs, lowest 1/3 and students at or above grade level</td>
<td>Sept 2018 through June 2019</td>
<td>Principal and APs, Teacher Effectiveness Coach</td>
</tr>
<tr>
<td>Coaching Cycles:</td>
<td>Classroom teachers, All students</td>
<td>Sept 2018 through June 2019</td>
<td>Literacy Coaches, AIS personnel, Universal Literacy Coach</td>
</tr>
</tbody>
</table>

#### Grade Level Lab Sites:

Each grade level will have monthly labsites in which coaches and teachers will model instruction. These labsites will serve as a time for teachers to practice instructional strategies and receive feedback from their peers and coaches. Teachers College Reading and Writing Project (TCRWP) Staff Developers will visit our school to support with this work.

#### All grade teams, AIS providers, and the literacy coach will meet every other week to:

- Collaborate and plan for the Teachers College Reading and Writing Project (TCRWP) units of study
- Follow protocols for looking at student work (assessments and class work) in order to identify student needs and plan for instruction
- Identify and plan for anticipated barriers

#### Administrative Observation Cycles:

Administrators will observe instruction both formally and informally and provide timely feedback to teachers on a regular basis following the observation/feedback cycles as per the Danielson Framework/ADVANCE with a focus on student engagement.

#### Coaching Cycles:

Literacy coaches, Universal Literacy Coach, Model Teachers and APs will support Teachers in various ways, including:

- Co-planning for instruction (components of balanced literacy)
- Modeling or Observing Instruction and meeting to debrief
- Providing opportunities for inter-visitations
- Providing consistent feedback to teachers
- Analyzing students work and planning for small group or individualized instruction

<table>
<thead>
<tr>
<th>TCRWP Staff Developers will work with grade teams in cycles throughout the year. This work will include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Inter-visitations</td>
</tr>
<tr>
<td>- Demonstration teaching</td>
</tr>
<tr>
<td>- Meetings to debrief and plan for next steps</td>
</tr>
<tr>
<td>- Looking at student work and planning for instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TCRWP Staff Developers, Literacy Coach, Principal and APs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teachers, All students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teachers will receive relevant and specific Professional Development (PD) during Monday PD time. The PD will be planned in cycles and be differentiated to best fit the varying needs of our teachers</td>
</tr>
<tr>
<td>- Teachers will also be matched to TCWRP Conference Days to develop their skills and knowledge in areas of need</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Teachers, Literacy Coaches, Principal, APs, Model Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers, All Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentoring for new teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mentors and mentees with meet weekly</td>
</tr>
<tr>
<td>- Mentors will model instruction</td>
</tr>
<tr>
<td>- Mentors will observe new teachers and provide regular feedback</td>
</tr>
<tr>
<td>- Mentor will co-plan instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentors, Model Teachers, Assistant Principals, Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Struggling Teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Literacy Coaches and administrative team will meet to identify struggling teachers and create 6-week action plans for support</td>
</tr>
<tr>
<td>- Support will continue or be completed based on administration's frequent observations of those teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Coaches and administrative team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers rated ineffective or developing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model Teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 model teachers will support all pedagogues at P.S. 54. Model teachers will offer support in various ways including modeling instruction, co-teaching, observing peers and providing feedback, and co-planning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model Teachers and the Administrative Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Classroom Teachers</td>
</tr>
</tbody>
</table>

| Intervention will be provided to the lowest 1/3 through various methods including Reading Rescue, Academic Intervention Services (AIS), Special Education Teach Support Services (SETSS), and After school programs |

<table>
<thead>
<tr>
<th>Intervention Personnel, Administrative Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest 1/3</td>
</tr>
<tr>
<td>iReady Programming will provide digital lessons in reading and math that are differentiated based on every student’s individual needs.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Teachers will be scheduled 1-2 period weekly in the computer lab for students to engage in iReady</td>
</tr>
<tr>
<td>• Classrooms will receive sets of 5-7 computers to support the use of iReady</td>
</tr>
<tr>
<td>Imagine Learning will provide digital lessons covering foundational skills for our PreK students and Spanish lessons for students in Dual Language classes. Lessons will be differentiated and individualized based on student assessments</td>
</tr>
<tr>
<td>Communication with Parents through Data Meetings to discuss CCSS instruction and student performance and progress.</td>
</tr>
<tr>
<td>Tuesday parent engagement time from 2:20-3:00. Teachers and parents will meet to discuss student performance and progress. Meetings will be scheduled on a monthly basis for parents of bottom 1/3. Parents, teachers, and students will discuss student progress and next steps through looking at student work folders.</td>
</tr>
<tr>
<td>Reading Celebrations to honor and award students reading in school and at home, verified by signed reading logs from teachers and parents.</td>
</tr>
<tr>
<td>Reading Rescue: Educational Assistants and School Aides will be trained in tutoring students significantly behind grade level. Each trained personnel will be assigned 1-2 students to tutor on a daily basis for 30 minute sessions.</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Family Engagement for 2018-2019:

Communication through Data Meetings (three times in the year besides the assigned Parent-Teacher Conferences) to discuss CCSS instruction and student performance and progress.

Tuesday parent engagement time from 2:20-3:00. Teachers and parents will meet to discuss student performance and progress. Meetings will be scheduled on a monthly basis for parents of bottom 1/3. Parents, teachers, and students will discuss student progress and next steps through looking at student work folders.

Reading Celebrations to honor and award students reading in school and at home, verified by signed reading logs from teachers and parents.

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.

<table>
<thead>
<tr>
<th>Human resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● School leaders, teachers, literacy coaches, technology, TCRWP Staff Developers, are all engaged in producing and influencing the design, resource selections, and lesson tasks of the different curriculum maps and pacing calendars.</td>
</tr>
<tr>
<td>● Payroll secretary to process per session.</td>
</tr>
<tr>
<td>F-Status for ELLs</td>
</tr>
<tr>
<td>● School leaders, capacity teachers, literacy and technology consultants will provide PD based on the Danielson Framework for teaching with particular emphasis on domain 3.</td>
</tr>
<tr>
<td>● Use of teacher teams, instructional leaders for demonstration/modeling, and developing norms and common language among teachers and students in the implementation of curriculum planning, development of lesson plans, and analysis of data and student work for the subject/grade.</td>
</tr>
<tr>
<td>● The Danielson Framework and Advance for teacher evaluation and student academic progress.</td>
</tr>
<tr>
<td>● DOE Talent coach will meet with administrators (3) regarding the implementation of the Danielson rubric, how to engage in reflective practice, and how to write meaningful self-reflection Educational Assistants and School Aides</td>
</tr>
</tbody>
</table>

Instructional Resources:

- ● Use of the NYC DOE resources such as the common core library, DELLSS and other instructional resources recommended by the DOE
- ● Teacher’s College Resources
- ● EngageNY resources (Math and ELA)
- ● GoMath resources and supplements
- ● Cloud 9 World: Monthly books focusing on Character development
- ● TCRWP resources for writing units
- ● iReady for ELA and Math
- ● Reading Rescue Materials
- ● Imagine Learning for PK and Dual Language classes
- ● Fundations
Scheduling:

- Teacher team meetings/collaboration to allow for planning and to foster teacher collaboration at 20 hours/per year/per session rate.
- Scheduling for inter-class visitations (use of per Diem subs to cover classes so that classroom teachers may visit other classes).
- School Leadership and literacy coach and capacity teachers will meet to plan and provide support in the development of units and curriculum pacing to create effective lessons and units of study (20 hours/per year/per session rate).
- Administrative team will schedule weekly common grade meetings to accommodate all teachers and allow for collaboration between teachers and related service providers.
- Administrators will meet regularly with the teachers they supervise and provide feedback sessions for developing effective and highly effective lessons.
- All teacher teams, including grade level teams, content and specialty level teams will collaborate in planning on a weekly basis during the PDs on Mondays and during weekly common planning time.
- Coverage for Educational Assistants and School Aides while being trained for Reading Rescue and during tutoring sessions (when required).

<table>
<thead>
<tr>
<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February of 2019 we will see that 50% of our lowest 1/3 students will have shown reading progress of at least 2 reading levels as evidenced by the results of the Teachers College Running Record Assessment.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

| Teachers College Running Record Assessment |

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

Strength: The school leader continues to implement C9W/PBIS to reward student positive academic and personal behaviors. Students are informed of the definition and attributes of the specific traits for expected behaviors. Matrices of expected behaviors are in evidence in classrooms and across school corridors. There has been an impressive shift in the school's culture and student social emotional growth. The school leader continues to embrace a collaboration with Columbia University, thus permitting Social worker interns to provide students and families with services. The school leader ensures the school's Counseling Center, serves as a "safe place" for students to discuss concerns with interns. Incident rates at the school have decreased dramatically; however, the school's attendance has yet to show a substantial increase.

Priority Need: According to our YTD, our school needs to increase our attendance rate and decrease our chronic absenteeism.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June of 2019 chronic absenteeism will decrease by 3%. Monthly attendance will be monitored by RAMO and the end of the year attendance rate will be measure by the YTD.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

#### Track and analyze attendance data:

- Weekly meeting with attendance team
- Social worker/Attendance Teacher will provide a weekly attendance summary.
- Analyze cumulative monthly absence report (RAMO).
- Identify students with chronic absences based on the RCUA (cumulative absences and lateness)
- Weekly meetings with key people to look at data and monitor chronic absenteeism. Organize resources school wide to end chronic absenteeism, student interventions will be personalized based on a case by case basis.

**Target Group(s):** All Students and Parents  
**Timeline:** Every month Sept 2018 through June 2019  
**Key Personnel:** Administrators, Social Workers, Guidance Counselors, Parent Coordinator, Family Workers, pupil personnel secretary, and attendance teacher

#### Communication with Families:

- Monthly reports sent home updating parents on child’s attendance record.
- Parent coordinator outreach to parents of children with chronic absenteeism to create plan in order to support improved attendance.
- Draw on attendance team and community partners to better connect with families.
- Attendance and lateness policies published and posted around school building

**Target Group(s):** All Students and Parents  
**Timeline:** Every month Sept 2018 through June 2019  
**Key Personnel:** Administrators, Social Workers, Guidance Counselors, Parent Coordinator, Family Workers, pupil personnel secretary, Attendance Teachers and teachers

#### Student Outreach:

- Incentives (parties, trips, PBIS/Cloud9) for students with attendance at 93% and above.
  
  Attendance bulletin board tracking school wide attendance

**Target Group(s):** All Students  
**Timeline:** November 2018  
**Key Personnel:** Administrative team, social workers, Family Workers, Attendance Teacher, pupil personnel secretary
Monthly attendance awards to students with perfect attendance for the month

Action Plans:

1. SMART attendance goals for groups of students
2. Inquiry cycles to review, develop and test attendance policies
3. Start with students who have missed 20+ days during the 2016-2017 school year
4. Outreach, incentives and additional programs created for personalized situations (i.e. assigning a mentor)
5. Individualized services with academic planning for persistently absent students
6. Transition plans for returning students
7. Outreach investigations to better understand causes for chronic absenteeism

Student Outreach to promote attendance: Incentives (parties, trips, PBIS/Cloud9) for students with attendance at 93% and above. (Staff as much as possible schedule events on traditionally low attendance dates.)

Attendance bulletin board tracking school wide attendance (Yes until the end of January 2018)

Monthly attendance awards to students with perfect attendance for the month (No. Only students with 100% attendance from September 2017-18 where invited to a special yard games celebration in June 2018)

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Communication with Families for 2018-2019:

- Monthly reports sent home updating parents on child's attendance record.
- Parent coordinator outreach to parents of children with chronic absenteeism to create plan in order to support improved attendance.
- Draw on attendance team and community partners to better connect with families.
- Attendance and lateness policies published and posted around school building
- attendance team and family workers make home visits as needed to support parent who cannot come to our meetings and who are struggling to send their kids to school.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources Needed:
- Administrators
- The attendance core team which is comprised of principal, parent coordinator, social workers, guidance counselors, pupil personnel secretary, attendance teacher and family workers
- Classroom Teachers

Instructional Resources:
- Weekly and monthly attendance reports
- Space for attendance bulletin board
- Creation of monthly awards for student with perfect attendance

Scheduling:

- Monthly attendance meetings with attendance team
- Planning and scheduling attendance incentives for students (parties, trips, recognition)
- Outreach to community organization for support
- Schedule of monthly assemblies
- Schedule of workshops for counselor and social workers

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

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

Part 5 – Progress Monitoring

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

By February of 2019 there will be a 3% decrease in chronically absent students as compared to the February 2018 YTD attendance report for chronically absent students.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

ATS (RAMO/RCUA)

Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. What are the school’s strengths relative to this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
<tr>
<td><strong>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</strong> Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

**Strength as per 2016-2017 QR**: The majority of teachers are engaged in structured, inquiry-based professional collaborations that promote the achievement of school goals and the implementation of CCLS (including the instructional shifts), strengthening the instructional capacity of teachers.

**Area of Improvement as per 2017-2018 PPO**: Continue to build on opportunities for teachers to participate in professional development, study groups and inter-visitations in District 10 schools. Continue promoting a shared understanding of academic scaffolds and extensions by consistently improving teacher capacity in student engagement so that all teachers push critical and analytical thinking of all learners, especially ELLs and students with IEPs, in differentiated classrooms.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By June of 2019 teachers and teacher teams will work collaboratively with instructional coaches and administration to develop and implement lessons that have multiple entry points to ensure that our bottom 1/3 have access to grade level curriculum. This will be measured by a 3% increase in levels 1 to 2 in the Spring 2019 MATH results.</strong></td>
</tr>
</tbody>
</table>
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Utilization of the Danielson Framework to support teacher collaboration and professional development and student academic achievement</th>
</tr>
</thead>
</table>
| Danielson Framework PD for teachers  
Danielson Framework will be used to observe mathematics instruction and provide teachers with coherent feedback |
| SWDs, ELLs, bottom 1/3, students at grade level and above grade level  
All teachers |
| September 2018-June 2019  
Principal  
Assistant Principals, Instructional Coaches, AIS personnel, Service providers |

<table>
<thead>
<tr>
<th>Teacher teams will meet and collaborate every other week to:</th>
</tr>
</thead>
</table>
| look at student assessments (benchmarks assessments, unit assessments)  
look at student work for evidence of growth and gaps in the instruction to adjust their units and lessons.  
Plan for targeted and differentiated instruction based on students’ needs |
| SWDs, ELLs, bottom 1/3, students at grade level and above grade level  
Classroom teachers |
| September 2018- June 2019  
Classroom Teachers, Assistant Principal |

<table>
<thead>
<tr>
<th>Cycles of Math PD will be provided and differentiated based on grade level and individual needs. PD’s opportunities will include:</th>
</tr>
</thead>
</table>
| Math curriculum  
Math content  
Teaching of mathematics  
Math standards  
Including UDL and multiple entry points in our math instruction  
Question and Discussion |
| SWDs, ELLs, bottom 1/3, students at grade level and above grade level  
Classroom teachers |
| September 2018- June 2019  
Classroom Teachers, Assistant Principal |

<table>
<thead>
<tr>
<th>All staff is involved in the application/implementation of instructional strategies and practices to support the differentiated needs of ELLs, SWDs and students within the lowest 1/3 of performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWDs, ELLs, bottom 1/3, students at grade level and above grade level</td>
</tr>
</tbody>
</table>
| September 2018-June 2019  
Principal  
Assistant Principals  
Instructional Coaches  
Classroom teachers  
Paraprofessionals  
Service Providers |
All staff is involved in implementing and utilizing i-Ready as a tool to differentiate efficiently and effectively based on student data/assessment.

<table>
<thead>
<tr>
<th>Teachers will regularly provide workshops for parents and students during the parental engagement times. At these meetings/workshops, parents are provided with data pertaining to their child’s progress with next steps to support their child’s academic growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers meet and regularly provide workshops for parents and students during the parental engagement times. At these meetings/workshops, parents are provided with data pertaining to their child’s progress with next steps to support their child’s academic growth.</td>
</tr>
</tbody>
</table>

Model Teachers:

2 model teachers will support all pedagogues at P.S. 54. Model teachers will offer support in various ways including modeling instruction, co-teaching, observing peers and providing feedback, and co-planning.

Intervention will be provided to the lowest 1/3 through various methods including Reading Rescue, Academic Intervention Services (AIS), Special Education Teach Support Services (SETSS), and After school programs.

### Part 4 – Budget and Resource Alignment

<table>
<thead>
<tr>
<th>How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers meet and regularly provide workshops for parents and students during the parental engagement times. At these meetings/workshops, parents are provided with data pertaining to their child’s progress with next steps to support their child’s academic growth.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Human Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Principal and assistant principals</td>
</tr>
<tr>
<td>● Literacy coaches/AIS personnel</td>
</tr>
<tr>
<td>● Digital age for learning (technology consultants)</td>
</tr>
<tr>
<td>Dreamyard</td>
</tr>
<tr>
<td>Teacher’s College</td>
</tr>
</tbody>
</table>

**Instructional resources:**

- Grade team teachers and all other providers will meet weekly to look at student work during common learning time and during our weekly PD. Once a month after school for 2 hours (curriculum team)
- ELLs/SWDs/bottom 1/3 will be provided with after school for grades 2-5 meets 3/week/2 hours/5 teachers/15 weeks
- Cloud 9 to enhance family reading and reinforce comprehension and character development (500 books per month for 10 months).
- Achievers/Enrichment after school for grades 3-5 for 4hrs/week/5 teachers beginning in January – May 1
- School leaders (3) will meet regularly with staff and all teams to discuss assessments, data, and student work to reinforce and adjust plans as needed

**UDL - Universal Design for Learning**

**Scheduling:**

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

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

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

**Part 5 – Progress Monitoring**

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

By February 2019 75% of teachers will demonstrate understanding and implementation of multiple entry points and higher order thinking questions as evidenced by obtaining an effective rating in domain 3 (instruction) of the Danielson Framework through formal and informal observations completed by the Principal and Assistant Principals.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Feedback based on observations and ADVANCE
Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength as per the 2016-2017 QR and PPO: School leaders consistently communicate high expectations (professionalism, instruction, communication, and other elements of the Danielson Framework for Teaching) to the entire staff, and provide training, resulting in a culture of mutual accountability for those expectations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority Need as per 2017-2018 PPO: Ensure that inquiry work at teacher team levels, combined with ongoing tracking and monitoring of student growth, enhances teacher practices in the use of formative assessments, with emphasis on checks for understanding that results in ongoing adjustments to units and lessons, leading to meeting the learning needs of all students.</td>
</tr>
</tbody>
</table>

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019 school leaders will strategically organize resources and fiscal capital to ensure that all teachers will utilize protocols and strategies to strengthen student discussion and discourse. This will be measured by a 5% increase in teacher ratings from Developing to Effective within Domain 3 Component 3b based on Advance.
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of SWDs, ELLs, bottom 1/3, students at or above grade level</td>
<td>2018-2019 during five week cycles with capacity teachers</td>
<td>Model Teachers and Literacy coaches</td>
</tr>
<tr>
<td>Teachers of SWDs, ELLs, bottom 1/3, students at or above grade level</td>
<td>2018-2019</td>
<td>Talent coach from the Teacher Effectiveness Program, Administrators, literacy coach, TCRWP Staff Developers</td>
</tr>
<tr>
<td>Whole school</td>
<td>2018-2019 Monday cycles of professional Leaning opportunities</td>
<td>Literacy coaches, administrators, TCRWP Staff Developers</td>
</tr>
<tr>
<td>Whole school</td>
<td>2018-2019 five-week cycles</td>
<td>Literacy coaches, administrators, TCRWP Staff Developers, Capacity Teachers</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>Sept 2017 through June 2018</td>
<td>Principal, APs, Literacy Coach, TCRWP Staff Developers</td>
</tr>
</tbody>
</table>

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**3b – Parent and Family Engagement**
How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teachers will hold Parental Engagement sessions that will show and model for parents how to have meaningful text-based conversations with their child and ask questions that reflect a deep understanding of the text.

**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.

<table>
<thead>
<tr>
<th>Human Resources:</th>
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<tbody>
<tr>
<td>● Evaluation Coach</td>
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<tr>
<td>TCRWP Staff Developers</td>
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<tr>
<td>● Literacy coach</td>
</tr>
<tr>
<td>AIS providers</td>
</tr>
<tr>
<td>● iReady reading program</td>
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<tr>
<td>● Consultants (digital age for learning and evolution)</td>
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<tr>
<td>● Teacher/Para/School Aide/administrators per session for after school</td>
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<tr>
<td>● 2 Social workers x 3 hrs/week from October 2018 through June 2019 plus 1 social worker x5 hours a week from January 2019 through June 2019.</td>
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<tr>
<td>● 1 guidance counselor x 3 hours a week from October 2017-June 2018</td>
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<tr>
<td>Dreamyard 1 residency once a week from September 2017-June 2018</td>
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<tr>
<th>Instructional Resources:</th>
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<tbody>
<tr>
<td>● Contract with afterschool CBO 4hrs/week/50 students in grades 3-5 from January – May 1, 2018</td>
</tr>
<tr>
<td>● NYSTL/School Library allocation/Software</td>
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<tr>
<td>● Supplies/Materials to support instruction such as professional development books individualized for each teacher</td>
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<tr>
<th>Scheduling:</th>
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<tbody>
<tr>
<td>● DigitalAge for Learning consultants meet at least twice a month with tech core team</td>
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<tr>
<td>● New teachers (0-3 years) meet during the school day for 5-weeks cycles</td>
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</table>

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td>C4E</td>
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<tr>
<td>21st Century Grant</td>
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</table>

**Part 5 – Progress Monitoring**

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

By February of 2019, 50% of teacher observations will be complete as per their option and they will have received meaningful and timely feedback based on those observations. All teachers will receive feedback on domain 3 component b.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

ADVANCE

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   Strength as per 2017 QR:
   School leaders and staff effectively communicate expectations connected to a path to college and career readiness and successfully partner with families to support student progress toward those expectations.
   The principal has established amazing bonds with families and students, thus strengthening the school community ties. The school leader has clearly conveyed the message to all constituents of the school and community that the mission is to elevate student achievement, progress and ensure students’ social and emotional well-being. The principal expressed that her communication with families and parents goes beyond the mandated Tuesday parent engagement. On Tuesday’s, the school is dedicated to ensuring that families, parents and students review work and student data. Students share work folders with parents at scheduled times.
   The principal also goes beyond providing professional learning cycles to teachers and ensures teacher team is a collaborative effort with the school’s administrative team engaged in the process. PBIS expectations and celebrations serve to convey the expected behaviors for students. As a result of the systems and processes, and the Principal's ongoing visibility throughout the neighborhood and community events, all constituents of the school community clearly understand the Principal’s high expectations.

Priority Needs as per the 2017-2018 Environment Survey: As per the NYC Environment Survey, we need to continue encouraging parents to become more involved with the school community when it comes to volunteering at school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019 the school will see an increase in parental involvement through volunteering opportunities offered at the school. This will be measured by a 5% increase in the Parent Involvement section of the the New York City Environment Survey.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Parents</td>
<td>Sept 2018 through June 2019</td>
<td>Principal, APs, Staff, Parent Coordinator</td>
</tr>
<tr>
<td>All Parents</td>
<td>Sept 2018 through Jan 2019</td>
<td>Principal</td>
</tr>
<tr>
<td>All Students, parents and teachers</td>
<td>Sept 2018 through June 2019</td>
<td>Parent Coordinator PA SLT School leaders</td>
</tr>
</tbody>
</table>

All P.S. 54 staff will create volunteering opportunities for parents to participate in. The opportunities may include:

- Assisting classroom teachers with serving breakfast
- Assisting teachers with activities and/or tasks
- Attending trips
- Assisting with productions (plays, performances, recitals, etc.)
- Fundraisers

The principal will send out a survey to all parents to determine what types of volunteering opportunities parents are most interested in.

The principal and parent coordinator will advertise available volunteering opportunities in the school throughout the school year in various ways to ensure all parents are aware and updated. This will include:

- emailing parents
- fliers sent home
- postings on the website
- information posted in outdoor and indoor display cases
- Main Lobby Screen

Teacher teams will share student work products and data with parents in October, during Parent Teacher Conferences, at the end of January, in March and at the end of May. Teachers will meet regularly to share best practice with parents.
Structured Parental Engagement Tuesdays from 2:20-3:00: Parents will be invited on a monthly or bi-monthly basis to meet with the teacher. Parents, teachers, and students will discuss student progress and next steps through looking at student work folders.

Parents and Students
Tuesdays
Sept 2018-June 2019
Principal, APs, Parent Coordinator, Teachers, AIS personnel

Parent Coordinator, administrators, staff, family workers, social workers, guidance counselor, maintain ongoing communication with families.
Parent Coordinator and administrators (3) conduct parent workshops, focusing on the diverse needs of the community and the constituents
- Parent coordinator to conduct, facilitate and provide weekly and monthly workshops in coordination with administration and staff
- School Leadership Team (6 staff and 6 parents) to meet and set goals
- Parent Association – meets twice a month with administration and community to assess the needs of the community and provide PD for parents as the needs arise
- Family workers
  (2) – provide ongoing communication

with parents and community as identified by the SLT, the SIT, the Attendance committee and the SBST

Social workers (2), teachers (34), administrators (3), PA, parent coordinator – provide ongoing workshops and communication/meeting with parents

Parents and students
Ongoing/monthly throughout the year 2018-2019
Parent Coordinator, School Leadership Team, Family Workers, Administrative Team

SLT (School Leadership Team) meetings – Every two weeks parents will have the opportunity to discuss the school’s goals, budget, instructional practices, students’ behavior, and progress.

Parents/teachers
Every two weeks 10/2018-5/2019
SLT members (principal, UFT, parent coordinator, staff, and parents)

The school, in collaboration with the PA and the parent coordinator, has scheduled school wide events (from 9/2018 to 6/2019) to encourage engagement and participation within the community and the school.

Parents, students, staff
Ongoing through 2018-2019
Parents will attend workshops and will participate in school events throughout the 2017-2018 school year during school hours and off school hours.
3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Dreamyard, Garden to Cafe program, TC, social work intern, Fordham University Career program, Fan4Kids, Cookshop

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.

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

Instructional Resources:

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

Scheduling:

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

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
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<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February of 2019 there will be a 3% increase in the variety of parent workshops and parent volunteering opportunities offered at Public School 54 by organizations, teachers, parent coordinator and administration as compared to the previous school year. This will be monitored by the parent coordinator.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Surveys and attendance

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)             | ELLs, SWDs, Lowest 1/3                                                             | ● WILSON  
● F&P Intervention Program  
● Guided reading  
● Guided writing  
● Reciprocal reading  
● Independent reading  
● Interactive writing  
● Modeled writing  
● Expertise of the AIS provider  
● myon | ● Small groups  
● One-to-one conference  
● Tutoring | ● During the school day (the intervention period is used for TIER 2 intervention (content specialist, AIS and SETSS providers push into grades 2-5 to provide intervention)  
● Before school (conflict resolution provided by the social Workers)  
● After school for level 1 students, H.O. ELLs) Saturdays for ELLs and SWDs |
| Mathematics                              | ELLs, SWDs, Lowest 1/3                                                             | ● Guided Math (go math)  
● Conceptual with manipulative  
● Acuity  
● Multi modality | ● Small groups  
● One-to-one conference  
● Tutoring | ● During the school day  
● Before school  
● After school Saturdays |
| Science                                  | ELLs, SWDs, Lowest 1/3                                                             | ● Scope and Sequence  
● Embedded in ELA and Math  
● Modeled in guided, interactive and reciprocal reading Experiment Research | Small groups | During the school day |
| **Social Studies** | ELLs, SWDs, Lowest 1/3 | ● Scope and Sequence  
● Embedded in ELA  
● Modeled in guided, interactive and reciprocal reading | **Small groups** | **During the school day** |
| --- | --- | --- | --- | --- |

| **At-risk services**  
*(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)* | IEP, referrals by SIT, IEP teams, parents | ● Conflict Resolution/Peer mediation  
● Organizational skills  
● Counseling/socialization skills  
● Respect For All  
● Anti-bullying | ● Peer group  
● One-to-one  
● Small groups  
One-to-one with families/caretakers | **During the school day**  
● Before school  
(conflict resolution)  
After school |
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | There are 118 students currently residing in temporary housing. |

2. Please describe the services you are planning to provide to the STH population.

   - **Registration:** In the registration package there will be a McKinney sheet that will identify families in temporary housing and every year the blue cards will be updated. Throughout the year parents are reminded to update their child's information and emergency contacts so that records will remain current. The initial check for the Residency Questionnaire for all newly enrolled students annually will be in October. The School, on a monthly basis, reviews all new incoming students designated housing category code in ATS. The School will follow-up to ensure that this is done in a timely manner.


   - **At-Risk Counseling:** The School will be provided a monthly list of all the students in temporary housing to provide intervention groups and individual counseling to the identified students, as needed.

   - **Supplies:** The school will provide when necessary basic school supplies such as pens, pencils, notebooks, crayons or paper to students in need.

   - **Transportation Assistance:** In addition, when necessary, school personnel will follow up with the the person in charge of transportation, when a student requires a metro card or special busing as needed. In addition, when...
necessary, the school will contact other agencies to assist the child and family. School personnel will attend the annual training regarding Temporary housing and share with staff any relevant and new information via e-mail.

- **Activity Preference**: Preference will be given to students in temporary housing to participate in counseling as needed.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   n/a

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   n/a

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

   n/a
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th></th>
<th>Targeted Assistance (TA) Schools</th>
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<th>Non-Title I</th>
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<tbody>
<tr>
<td>X</td>
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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.

In order to recruit high quality teachers, we do the following:

- Work closely with our district HR point person, traditional teacher education programs, and alternative licensure programs.
- Attend hiring fairs to identify and recruit highly-qualified teachers.
- Work closely with our HR point person to ensure that all required documentation and assessment deadlines are met.
- Begin recruiting when the teachers complete and return their preference sheets.
- Look in the NYCDOE Finder online system.
- Reach out to nearby universities chair person in the ELL/SWDs education departments.
- Ask staff to recommend professionals for interviews.

Have established a screening team comprised of staff members that are experts in the vacancy area.

- The staff conducts level 1 screening measuring content knowledge. If candidates pass level 1 screening, the person is invited to return for a demonstration with children that represent the vacancy area. If the vacancy is declared during the summer, we use our summer school students as a lab site for demonstrations.
- During the school year, the payroll secretary reaches out to teachers to ensure she has all of their updates information. If a teacher is highlighted as not highly qualified by BEDS the secretary tries to resolve the issue with the teacher. If that does not work, the principal meets with the teacher to create a timeline to resolve the issue. The UFT Chapter person also is privy of the information, provided by the UFT and they also consult with teachers.
- We have established a highly qualified committee that discusses professional development and mentoring for new teachers.
- Mentors work 1:1 with new teachers, confer, and push in their classrooms to model and provide coaching.
- We provide all our teachers with professional development aligned to NYCDOE’s citywide expectations and Danielson’s Framework to assist them in getting their 100 hours as required by NYSED for teachers who hold professional certificates.
- Assignments are given by teachers’ goals, preference, administrators’ observations and students’ performance.

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).
In our efforts to retain highly qualified teachers and ensure that they have the supports and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, and consultants and based on the NYCDOE Handbook For Professional Learning: Research, Resources, and Strategies for Implementation.

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
3b. TA Coordination with the Regular Program

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

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.).

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

- Provide parents with the elementary school directory which explains what parents need to know and do if their child is starting Kindergarten the following year (in this case in September of 2018).
- Flyers/leaflets are distributed with information pertaining to registration and procedures for registering future Kindergarten students. Parents are advised to visit the DOE websites for more in-depth information about how to get started, programs and services and other important information pertaining to students with special needs or to determine if a child is a child with special needs or needs to be provided with other related services upon their entering elementary school.
- Information is provided to parents via newsletters, emails, the school website, PA meetings, and other notifications as to how they can best meet the needs of their child (i.e. special education, ELLs, specialized schools for G&T, etc.).
- Information is provided to parents about the school and how to best understand the performance of the school (e.g. Parent Handbook, Website, Emails).
- Information is provided to parents about the school curriculum, early intervention and services and supports available for their child and the family.
- Information is provided to parents about the school in general (i.e. schedules, operations, events, etc.).
- The school manual is provided to parents to further inform them about parent involvement and the school in general.
- Our curriculum is aligned to the CCSS and lessons are differentiated as per the needs of the students.
- Our pedagogues are trained in early learning and receive differentiated PD for working with kindergarten students.
- Our pedagogues participate in PD targeting specific foundations for teaching and learning in the early grades.
- Our pedagogues are trained in analyzing data to target, understand and provide support for our newly admit kindergarten students.

Our school culture supports family engagement and encourages parents to be active participants in their child’s education through regular meetings, workshops on the CCSS, activities such as family and curriculum nights, assemblies, celebrations and participation in the SLT and in our Parent Association monthly meetings.
### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Teachers are active participants in the decision-making process and collaborate with administration to look at student work regularly, review progress or lack of progress and decide on what assessments or interventions will be utilized to improve instruction and academic achievement. The results of these assessments are discussed during the grade meetings and closely monitored by all teachers.

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

- Teachers meet in teams on a weekly basis to discuss student work and to analyze trends. Based on these meetings, teachers adjust their lessons, make suggestions as to what they think will work best and the assessments that will help us to identify what works best for the population we serve and for the individual needs of each student (ELLs, SWDs, G&T, etc.).

- Danielson Framework workshops are provided based on the components teachers will be rated on. Other domains/components are also covered in these workshops. All staff attends these workshops (paraprofessionals, content specialist, related service providers, classroom teachers, APs). These workshops are resourceful in helping us all understand competency 3d (using assessment in instruction) and what assessments will help us to monitor our students’ progress or lack of it. Teachers always make recommendations as to what they think they and their students need in order to succeed. Recommendations are always acknowledged and taken under consideration.

- As members of the school team, teachers use and create assessments, rubrics, and grading policies that are aligned with the school’s curricula and offer a clear portrait of student mastery, thus providing actionable and meaningful feedback to students, teachers and teachers regarding student achievement.

- As a team, we use common assessments to create a clear picture of student progress toward goals across grades and subjects, track progress, and adjust curricular and instructional decisions so that all students (ELLs, SWDs and G&T) continue to demonstrate increased mastery and academic success.

- As a team and across the classrooms, the assessments we choose reflect the varied use of ongoing checks for understanding so that teachers make effective adjustments to meet the needs of all our learners and work and design next steps.
As a team, teachers and administrators implement assessments and analyze results and evaluate the effectiveness of the assessments used or the PD provided to teachers.

Use student data and observations to assess teacher effectiveness and diagnose needs of both teachers and students.

As a team, we work on developing a shared understanding of instructional excellence.

Administrators hold regular meetings and maintain open communication with teachers about results and develop strategies for targeted improvement.

As a team, we use multiple sources of evidence that helps us set our expectations for: instructional planning, classroom delivery and student assessment and evaluate our commitment to improving our instructional practice.

Assessments are selected based on feedback from teachers and the results are analyzed carefully during our weekly data meetings. Analyzing the results of each assessment helps us in determining what to dispose of and what we need to continue using to further improve instruction and advance academic achievement.

All of our teachers are engaged in inquiry-based, structured professional collaborations that have strengthened our instructional capacity and have helped us in promoting the implementation of the CCLS and the instructional shifts in ELA and Mat. This, we are hoping, will result in a school-wide instructional coherence and increased student achievement for all of our learners (ELLs, SWDs, and G&T).

Teacher teams and administrators systematically analyze key elements of teacher practice through the analysis of students work, including classroom practice, assessment data, and student work. This, we hope, will result in shared improvements in teacher practice and mastery of goals for groups of students in ELA and Math.

Our leadership is distributed so that there is effective teacher leadership. Teachers play an integral role in key decisions that affect student learning across the school.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated.

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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Verify with an (X)</th>
<th>Section Reference(s)</th>
</tr>
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<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$455,601</td>
<td>X</td>
<td>20, 21, 23, 25, 26, 27, 31</td>
</tr>
</tbody>
</table>
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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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**Parent and Family Engagement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. / I.S. 54, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

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**Support for Parents and Family Members of Title I Students**

Public School 54X will support parents and families of Title I students by:

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

The school’s Parent Involvement
Parental Involvement and School Quality

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies 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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary Education 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;

Encouraging School-Level Parental Involvement

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

**School-Parent Compact (SPC)**

Public School 54, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (NCLB);

**I. School Responsibilities: Supporting Home-School Relationships**

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

• 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;

II. Parent/Guardian Responsibilities

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

### III. Student Responsibilities

**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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>conceptually consolidated (skip part E below)</td>
<td></td>
</tr>
<tr>
<td>NOT conceptually consolidated (must complete part E below)</td>
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</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- Before school
- After school
- Saturday academy

Total # of ELLs to be served: _____

Grades to be served by this program (check all that apply):

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

100
### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program: ____</th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers: ____</td>
</tr>
<tr>
<td># of content area teachers: ____</td>
</tr>
</tbody>
</table>

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: ____

This program will begin in October of 2018

The purpose of this After School Program is to:
1. Increase English proficiency and academic achievement in core academic subjects of our ELLs by providing high-quality language instruction during after school programs.
2. The after school Title III supplemental programs for ELLs will target students (ELLs and SWDs) at the entering, emerging, transitioning, expanding, and commanding levels of English language acquisition, as per their spring 2018NYSESLAT scores, in grades 1-5 and for K based on the latest assessment (NYSITEL). At least 100 students will be invited to this program.

3. This program is scheduled to begin October 31, 2018 and will be taught for 15 weeks at 4 hours per week/per teacher on Wednesday, Thursdays from 2:30 - 4:30 pm. It's approximate ending time will be the last week of January 2019.
4. The language of instruction will be English.
5. This program will be taught by 5 certified bilingual and ENL teachers.
6. Our focus will be Reading/Writing and Listening/Speaking. We will use the NYSESLAT and Beyond Instructional materials and the Award Reading Program for our supplemental after school program for ELLs. This program will help students and teachers stay focused and true to the students’ academic and language needs as well as the details of the new common core standards and the ENL standards. The teacher-led lessons use a consistent, research-based, gradual-release model that helps students master language acquisition and concepts as they build confidence. Within this program there is also embedded professional development in every Teacher Resource Book including step-by-step lesson plans and best-practice tips for ELLs and SWDs.

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

Using NYSESLAT and Beyond and our leveled library, students will be able do the following with the support of their teachers:

- Read broadly from the wide reading library of leveled books
- Read deeply from the science or social studies investigation libraries
- Expand their vocabulary and background knowledge of different genres and activate prior knowledge through the use of higher order thinking questions (Depth of Knowledge).

The teachers also do reading intervention. This includes:
- Explicit, differentiated instruction
- Vocabulary development/Academic language development
- Guided reading practice to build academic language and content knowledge
Part B: Direct Instruction Supplemental Program Information

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

Writing:
To differentiate our students’ writing needs and to enhance their writing skills:
Modeled writing (informational, narrative, etc) to give students the opportunity to be involved in the writing process at their level as they grasp the new learning. It also gives them the opportunity to articulate their learning and make sense of the writing process. The teacher also models how to write in the different content areas within the writing workshop model.
Shared writing is based on assessments and students’ needs where the teacher and the students discuss, give opinions, and construct the text together. During the shared writing discussion is encouraged and practiced between the students with other students and the teacher as the text is being written and as the teacher is explaining the process of writing. Shared writing allows students to practice their new writing skills during their independent writing.
Guided writing is based on the students’ needs. Here the students are grouped according to their writing needs in small groups where the teacher will explain the purpose for the writing and model what s/he wants his/her students to learn. Students will be given the opportunity to discuss and practice the new learning.

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

Part C: Professional Development

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

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

Begin description here: 

1. The purpose of our professional development opportunity is to:
* provide high-quality professional development to enable classroom teachers to deliver effective content and English language instruction to English Language Learners.
2. To ensure that the education provided to ELLs at P.S. 54 is of high standards, differentiated and of quality, the personnel of this school values ELLs, understands their linguistic, academic, cultural and life needs and prioritizes the social-emotional needs of these students. We ground our practice and teaching in research-based best practices that help us to enrich the lives of these students and their families. We are always seeking ways to fully integrate the experiences of these students into the curriculum as we differentiate their instruction as per their NYSESLAT/NYSITEL, Spanish Lab scores, formative and summative assessments and students’ IEPs.
3. To strengthen and improve the instruction our ELL students receive and to make sure that the lessons the teachers are providing are differentiated, engaging and relevant, the principal, Dr. Ferreira, with the assistance of the ELLs coordinator, Ms. Costa, will be available and provide monthly staff development (1.5 hours) at no cost to title III for the duration of the program (15 weeks) and arrange for technology training in the use of Discovery (Ms. Mooney, literacy coach), and training using the NYSESLAT and Beyond program. The discovery program is a powerful online program that combines an adaptive assessment with instant reporting, and engaging differentiated instruction customized for students' unique needs, therefore, training will be provided to the 5 teachers using this program and planning time will be allotted to make sure
Part C: Professional Development

that students are receiving individualized instruction. The training with these programs will begin approximately 10/17/2018.

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

One workshop will cover topics such as the new language progression and how to target and plan for academic language (this workshop will be offered on October, 2016 before the program begins for kids).

Other areas of PD (these are scheduled to begin around 11/2018) will cover topics such as:

- Differentiation of instruction for ELLs and how to differentiate using the child's IEP and NYSESLAT scores on reading/writing and listening/speaking, the NYSITELL; Academic Language/Language Development; Technology for ELLs/SWDs to enhance listening and speaking (AWARD Reading, among other programs/software), curriculum and engagement; planning using the recommended language use of 60/40, 50/50, 25/75; ENL strategies for teaching in the content areas; understanding and differentiating for the different components of the NYSESLAT: reading/writing and listening/speaking.

Other professional development/workshops include teaching/training our teachers/staff with strategies and skills in utilizing questioning/discussion and higher level thinking skills and study strategies for listening/speaking and reading/writing. Organizational and time management skills are also included in these workshops, as well as strategies for information gathering and for increasing comprehension of printed materials. (These activities will take place during the fifth, sixth, and seventh weeks of the program - mid of December and beginning of January).

During the tenth to the fifteenth weeks of the program (end of January and beginning of February) the emphasis will be on looking at student work in reading/writing and listening/speaking for next steps and to set smart goals for each student.

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

5. The providers of these professional opportunities will be Dr. Ferreira, Principal, and the ELLs coordinator, Ms. Costa (at no cost).

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:

1. The purpose of our parental engagement activities is to:

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

2. Through our open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational life. For the purpose of this program, Dr. Ferreira, Ms. Luther, ELLs coordinator, Ms. Aleman, parent coordinator, will be available to assist and work
Part D: Parental Engagement Activities

with the parents of ELL students during the after school supplemental program. We will provide the following activities and topics to be covered during the after school program once a month and 1 hour per workshop from 2:30 - 3:30 for the duration of the program (15 weeks) beginning the third week (around October 17, 2018) of the program:

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

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

4. For the purpose of this program, Dr. Ferreira, Ms. Costar, ELLs coordinator, Ms. Aleman, parent coordinator, Ms. Mooney, literacy coach, will be available to assist and work with the parents of ELL students during the after school supplemental program (at no cost to title III). We will provide the following activities and topics to be covered during the after school program (ninth week, eleventh week and thirteenth week) and as needed and based on needs assessments. These topics will be covered by our mental health team which is composed of social workers, counselors and school psychologists:

1. Activities for Parents and children: Helping our kids acquire critical thinking
   - How to create a long lasting bond with your child as you learn together
   - At home activities (e.g. projects, family literacy, writing letters, writing journals)
2. Self Esteem, Behavioral, and Mental Health Issues in Children:
   - At Home Strategies
   - Working with your child’s school
   - Mental Health resources in the community
3. Helping your child excel in school:
   - Study plans and guides
   - Good at home study habits
   - Reading with your child
   - Helpful study websites/Library Resources
4. Behavior issues at home and school
   - Behavior contracts
   - PBIS home matrix
5. Navigating the school system and how to get needed services
   - Who to talk to if you feel your child has a delay or disability
   - At-Risk Services
   - Special Education Services

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

5. To facilitate and ensure academic excellence for all ELLs, parents of ELLs are informed through monthly calendars, emails, newsletters, the school website, meetings, and workshops as to new developments concerning our English Language Learners and workshops/learning opportunities available at the school. Every effort is made to communicate and assist parents throughout the school year and to do this we have the following personnel providing services to our ELLs, SWDs and regular students and their families: Bilingual school counselors and Social Workers, Psychologists, Bilingual SETSS, a bilingual principal, a bilingual parent coordinator who holds weekly workshops for parents and with parents. The School Leadership Team and Parent Association are also very involved in the life of the school and our school community in general. They hold monthly meetings. During these meetings parents are informed and updated about school/community related issues and updates on mandates. Moreover, to better serve the parents of ELLs, we have translated our school FAQ, PBIS Matrix, into French and Spanish and the monthly school calendar that goes out to parents and the community is also in English and Spanish. All of the information provided to our parents is usually in multiple languages and translation is provided as needed as per the chancellor's regulation A-663.

Through our open communication with the community we serve, we evaluate the needs of our parents and offer them the services and resources they need to ensure parental participation and involvement in their child's educational social-emotional and academic life.

Part E: Budget

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

Allocation Amount: $______

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Per diem</td>
<td></td>
<td></td>
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<tr>
<td>Purchased services</td>
<td></td>
<td></td>
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<tr>
<td>- High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
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<tr>
<td>- Must be supplemental.</td>
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<td></td>
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<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
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<td></td>
</tr>
</tbody>
</table>
## Part E: Budget

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

### Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Other</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>10</th>
<th>Borough</th>
<th>Bronx</th>
<th>School Number</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>The Academy of Creative Minds</td>
<td></td>
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</tbody>
</table>

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

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

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 1 | Number of certified bilingual teachers not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 5 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 1 |
| Number of certified ENL teachers not 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) | 437 | Total number of ELLs | 120 | ELLs as share of total student population (%) | 27.46% |

2018-19 CEP 58
**Part II: ELL Demographics**

**A. ELL Programs**

This school offers the following grades (includes ELLs and non-ELLs)

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1x</th>
<th>2x</th>
<th>3x</th>
<th>4x</th>
<th>5x</th>
<th>6</th>
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</tbody>
</table>

Check all that apply:

**This school offers (check all that apply):**

- Transitional bilingual education program (TBE) Yes ☐ No ☒

  If yes, indicate language(s):

- Dual language program (DL) Yes ☒ No ☐

  If yes, indicate language(s): Spanish

- Freestanding ENL Yes ☒ No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
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<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   At P.S. 54 we use various assessments to determine our English Language Learners' language and academic needs. We use the DRA-2 to measure English literacy in grades K-5 and EDL (DRA) in Spanish with newcomers and students in the Dual Language program in grades K-4. We also use running records to assess reading progress and Fountas and Pinnell in grades K-5 with the ELL students to measure growth in phonemic awareness and decoding skills in English. For Spanish speakers, phonemic awareness and decoding abilities are also assessed using Estrellita. We also use rubrics in Spanish/English to determine our ELLs' writing needs. We also administer a baseline/midline/endline writing assessment in Spanish/English. The data obtained from the different assessments (e.g. DRA-2, EDL, teacher-created assessments in reading/writing, running records, etc.) indicates that our ELLs need differentiated and targeted instruction in reading/writing and developing the academic language needed to reach grade level standard. The data also tells us that our students need differentiated listening comprehension and vocabulary acquisition. Teachers of ELLs use this information (DRA-2, EDL levels, estrellita, writing assessments) to plan for small group instruction (e.g. listening/speaking/reading/writing) and include multiple entry points in all of their lessons within
the content areas (e.g. science, SS, math, literacy, etc).

2. What structures do you have in place to support this effort?
   We have an ENL teacher supporting our effort in ensuring that our ELLs reach grade level standard as well as an F-status who provides AIS for all ELLs at our school at all different levels.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   The results of the NYSESLAT test is used by the ENL/DL teachers to identify student’s strength and weaknesses. Based on results of NYSITELL, NYSESLAT test, interim assessments, student conferences, teacher observation and collaboration, SMART goals are established for each student according to their needs.
   Multiple measures of student progress in literacy and content areas are used to evaluate the programs’ success. These include formative literacy measures, summative end of unit content area assessments, state exams (e.g. ELA, Math, Science) and the NYSESLAT. Other measures may also be used. Taken together they form a profile of how successful the programs are and how much progress our students are making.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   We have an RTI/AIS teacher who provides academic intervention as well as an F-status teacher who works with ELLs to strengthen their reading, writing, listening and speaking skills in English.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
   Students are identified for RTI/AIS services using multiple forms of classroom data, and in consultation with a committee (SIT) of specialists who hear and analyze cases for RTI/AIS and make recommendations based on this data. Once students have been identified for RTI/AIS, the teacher creates a plan which responds to the needs indicated by the data and create a system to track the domains in which the teacher will try to make impact to improve the area(s) in which the student needs help, according to that data. Data collection is done in cycles, (i.e. 6-8 weeks in duration) and assessments at the end of the fixed period informs the teacher about whether or not to continue an intervention or to move on to a next step.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   The NYSITELL assesses the English language level of new students whose home or primary language is other than English. The score of the NYSITELL (Entering, Emerging, Transitioning, Expanding, or Commanding) determines if the student is entitled to receive ELL services and will determine the level of English language support for the student. The results help teachers plan the best program for their students based on the student’s strengths and needs in listening, speaking, reading, and writing in English. The NYSITELL and the NYSESLAT assess reading, writing, listening and speaking and our data shows that when a child scores at the Entering, Emerging, Transitioning, Expanding, or Commanding level the scores are consistent on both assessments.
   The data obtained from the NYSITELL helps us create programs that would help us address the language needs of our new students (e.g. Dual Language or ENL either in an integrated classroom or stand-alone program).

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   The finding is shared with all of the teachers who worked with ELLs and during PD days we share, analyze and review data to ensure that the needs of our ELLs are met in a timely and effective fashion.
Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.
      In order to meet the high standards set for all students at P.S. 54 and to ensure that our ELLs participate equally in literacy, mathematics and other content areas, we provide each of our ELLs with coherent programs that are delivered throughout the school day.
      Our instruction is rigorous and it targets academic language, cognitive development and academic and life skills. With this in mind, we provide our ELLs with the following models: stand alone/integrated model, and a DL model in Kindergarten, Grade 1, Grade 2, grade 3 and grade 4.
      We follow the recommendations set forth in part 154 and provide the units of study as mandated by this regulation. Our dual language program includes the following:
      • an ENL component designed to develop skills in listening, speaking, reading, and writing in English
      • all content-area courses/subjects are taught in the home language and English
      • a home language arts component designed to develop skills in listening, speaking, reading, and writing in the students’ home language while cultivating an appreciation of their history and culture
      • 50% of the students are ELLs of the same home language; 50% of the students are not ELLs (former ELLs or never ELLs)

      In our stand alone/integrated model the ENL teacher comes into the classroom to serve students for the mandated time as determined by their New York State English as a Second Language Achievement Test scores (NYSESLAT) (90 minutes, 180 minutes, 360 minutes) during content area instruction/other units of study. The ENL teacher and the classroom teacher work together to plan and to make sure those students are receiving support as they receive content area instruction (e.g. Social Studies, ELA, Science, Math, Arts). In this model both teachers work in collaboration to provide language acquisition and vocabulary support while retaining content instruction time.

   b. TBE program. If applicable.
      NA

   c. DL program. If applicable.
      In Dual Language, students are placed in a "one-world" program in which the classroom teacher provides instruction in each of the languages (English and Spanish).
      Our dual language program includes the following:
      • an ENL component designed to develop skills in listening, speaking, reading, and writing in English
      • all content-area courses/subjects are taught in the home language (Spanish) and English
      • a home language arts component designed to develop skills in listening, speaking, reading, and writing in the students’ home language while cultivating an appreciation of their history and culture
      • 50% of the students are ELLs of the same home language; 50% of the students are not ELLs (former ELLs or never ELLs)
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

<table>
<thead>
<tr>
<th>Levels (as of 2015-16 SY)</th>
<th>Total # Minutes ENL</th>
<th>Breakdown of Total # Minutes ENL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum # minutes standalone ENL</td>
<td>Minimum # minutes integrated</td>
</tr>
<tr>
<td>ENL Beginner / Entering</td>
<td>360</td>
<td>180</td>
</tr>
<tr>
<td>Low Intermediate / Emerging</td>
<td>360</td>
<td>90</td>
</tr>
<tr>
<td>Intermediate / Transitioning</td>
<td>180</td>
<td>0</td>
</tr>
<tr>
<td>Advanced / Expanding</td>
<td>180</td>
<td>0</td>
</tr>
<tr>
<td>Proficient / Commanding**</td>
<td>90</td>
<td>0</td>
</tr>
</tbody>
</table>

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

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

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

   Reading: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ENL learning standards.
Libraries in English and in the native language are a main component in the DL classes and are differentiated according to levels, genre, interest and are coded to make sure that all students have access to books that they will feel comfortable reading and at the same time challenging and interesting.

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

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

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

ESTRELLITA:
We use ESTRELLITA in grades K-2 in dual language classes with students who are not reading in their native language (Spanish). Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. Estrellita is especially effective for small group instruction which will help to get students back on track in Spanish literacy and their transition to English. Estrellita utilizes a proven, systematic, accelerated approach to teaching syllables and meets the needs of ELLs no matter the performance level. It also jump start into reading for recent arrivals with no formal schooling.

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

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

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

SIFE students are being provided with, in addition to their regular ENL program, AIS during the day designed for SIFE. They also receive support in literacy, through Shared Reading/guided reading in the home language (Spanish) and in English. Our ELL students also participate in our 30 minutes of daily intervention support by the classroom and a push-in teacher. During this time, these students are highly engaged in independent reading, conferencing one-on-one with the teacher and participating in targeted-small group instruction.
Listening: it is planned throughout the content areas (S.S., Science, Math, Arts, NL, ENL) and follows the NYS common core standards, the NYS ENL learning standards and the NYS NL arts learning standards.

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

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

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

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

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

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

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

The texts used in our ESL and DL programs are thought-provoking. These texts connect to the world and experiences of young children and to the content of the curriculum. They guide children along a leveled continuum of reading success and ensure that they develop the necessary grade-level fluency, comprehension, and technology skills.

Skills—There is comprehensive skills development, practice, and application in each teaching plan. Children develop reading skills in the five key areas recognized for success in learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

ESTRELLITA:
We use ESTRELLITA in grades K-2 in DL classes with students who are not reading in their native language (Spanish) and those who are learning a second language (Spanish in our DL classes).
Estrellita serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English. Estrellita is especially effective for small group instruction which will help to get students back on track in Spanish literacy and their transition to English. Estrellita utilizes a proven, systematic, accelerated approach to teaching syllables and meets the needs of ELLs no matter the performance level. It also jumpstart into reading for recent arrivals with no formal schooling.

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

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

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

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

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

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

Math is taught in both the NL and the second language as per the proficiency of our students. Students also receive support through ESL strategies/methodologies:
- Our school is following NYS mathematics standards and Common Core Learning Standards to drive instruction (Teachers' College Reading and Writing Curriculum and Go Math).
- Social Studies: We follow the NYS Common Core Standards/NYC Scope and Sequence for social studies and differentiate instruction based on language needs. We also follow the NYS NL arts standards, and NYS ESL learning standards to support our ELLs. We also use the NYC K-8 Social Studies Scope and Sequence.
- Science: It is planned in all content areas and follows NYS common core standards, NYS NL arts standards, and NYS ESL learning standards.
- We also use the K-8 science scope and sequence and use NL as well as ESL methodologies to supoort our ELLs.

LEP students held over in grade:
- To ensure that our ELLs are assessed and evaluated accordingly and in their native language we use formative and summative assessments such as Teacher-made assessments as per standards and content area, ELE, LAB-R, SP-Lab, translators are used during assessment for students who speak other languages than English and Spanish (following mandated guidelines).

Students who have been held over in a grade receive AS (Academic Support) from specialized personnel who differentiate instruction that targets the students’ specific needs as per formative, summative, periodic and standardized assessments.
Also, students in grades K-5 who are repeating a grade participate in our intervention period where they are grouped and taught according to their needs. This intervention period is 30 minutes long and is provided 5 days a week. During this intervention period students receive one-to-one guided instruction through individual conference and small-targeted group instruction. These students also receive support from our Academic Support Team, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors. They also receive “at risk” intervention from our Special Education Teacher Support Services (SETSS) and other special education licensed teachers who provide academic support as needed. In addition to this help, these students receive native language support as needed and ENL instruction as per their mandated time throughout the day.

ELL students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education
These students receive support from our Academic Support Team, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors.

ELL students who have been referred to the Committee on Special Education for a multidisciplinary evaluation:
Prior to making a referral, students are identified by their teachers and recommended to our IST (Instructional Support Team) and the SIT (Student Intervention Team) who provide interventions and make recommendations as they meet with the parents, the teachers and other intervention and related services personnel.

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

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

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

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

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

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

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

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Instructional strategies include more frequent and flexible use of TPR, role play, visual and graphic materials, usually to address a need for support in literacy development. In many cases attention to oracy is needed as well. Depending on the student, oral communication may be given more attention using speech models to assist in comprehending how to say something, and restatement, to clarify utterances students produced. Support for student repetition of modeled utterances and attention to speech needs (pronunciation, identifying needed sounds for writing, addressing confusions between letters and sounds, etc), mostly through scaffolding, modeling and focused listening routines.

Grade level materials for ELL-SWDs: Students are supplied with materials and grade level books in all of the content areas (e.g. S.S., Science, Math, Literature, etc.). We are also placing a lot of emphasis on academic language development and planning for instruction.

All of our instruction in all content areas are highly conceptual, linguistically appropriate, and intellectually and analytically demanding. We strive to develop cognition, higher order thinking skills and use the depth of knowledge to plan questions and to develop academic language. Our instruction is highly contextualized and our activities and differentiated approach to support all ELLs regardless of their academic level and language acquisition, are carefully planned, evaluated and analyzed to enhance and enrich our students’ comprehension and understanding of content. We teach all content areas with cognitive academic language in mind because we understand that this is the language that students need in order to participate in classroom discourse and to be able to read and comprehend grade level texts, write academic essays and understand math language.

ELLs who score proficient/commanding in the NYSESLAT will continue to receive academic support from our certified teachers of ELLs for 2 years.

7. 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?

ELL students with disabilities whose IEP recommends ENL or bilingual instruction:

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

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Our targeted subgroups are SWDs-ELLs, SIFE, HO, long-term ELLs, newly identified "former" ELLs and "at-risk."

Students who have been held over in a grade receive AIS (Academic Intervention Support) from specialized personnel who differentiate instruction that targets the students’ specific needs as per formative, summative, periodic and standardized assessments. These students also participate in our intervention period where they are grouped and taught according to their needs. This intervention period is 30 minutes long and it’s provided 5 days a week. During this intervention period students receive one-to-one guided instruction through individual conferences and small-targeted group instruction. They also receive “at risk” intervention from our Special Education Teacher Support Services (SETSS) and other special education licensed teachers who provide academic support as needed. In addition to this help, these students receive native language support as needed and ESL instruction as per their mandated time throughout the day.

ELL students with interrupted, little or no formal schooling in their first language. The lessons for these students are differentiated according to their very specific learning needs throughout the day and in all content areas (math, science, social studies, etc.). Support is also provided in the child's language of communication.

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

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
No new programs in 2017-2018.

10. If you had a bilingual program, what was the reason you closed it?
No programs/services for ELLs will be discontinued.

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

Looking forward, we will continue to make sure that all our ELLs receive the services that they need both mandated and non-mandated and that they have equal access to our school's resources, including technology and performing arts. All of our ELLs (DL, ENL, SWDs,), as well as students in regular education, are given opportunities to participate in all school programs regardless of language. After school programs include Targeted ESL classes 3 times a week for 3 hours = 9 hours per week. Small group math AIS before and after school. These students also receive support from our Academic Support teachers, Academic Intervention Team, Instructional Support Team and Student Intervention Team. These teams are composed of highly competent teachers, school social workers and guidance counselors. They also receive “at risk” intervention from our Special Education Teacher Support Services (SETSS). All of our instructional programs are research-based and are provided by professionals who are knowledgeable about the learning needs of ELLs and how to address those needs.
12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All ELLs have access to classroom libraries and grade level curriculum materials, just as non-ELLs do. Specialized ENL materials are available and teachers may access these as needed. Materials, mostly for literacy development in ENL include Rigby Guided Reading for ELLs, Fountas and Pinnell, Into English, Award reading program, and NYSESLAT and Beyond. All ELLs have access to all technology in the building. This technology includes laptop computers, Smart Boards, and iPads. At P.S. 54 we ensure equity in technology and instructional resources by providing equal access to computers, instructional technology, and other materials, such as books, text books in the content areas, that support native language and English language literacy development. All of our ELLs have access to our technology. Other technology/instructional supports our ELLs have access to and which are incorporated in their instruction in both the NL and ESL include: Smartboards, imacs, interactive whiteboards; laptop units are available in every classroom, IPADS are also being used in the instruction of ELLs and to support the instruction of content areas and the curriculum. ELLs also have access to eno boards, digital cameras, LCD, IPODS, and safari montage.

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

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

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

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

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

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

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

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

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?

All ELLs have access to classroom libraries and grade level curriculum materials, just as non-ELLs do. Specialized ENL materials are available and teachers may access these as needed. Materials, mostly for literacy development in ENL include Rigby Guided Reading for ELLs, Fountas and Pinnell, Into English, Award reading program, and NYSESLAT and Beyond. All ELLs have access to all technology in the building. This technology includes laptop computers, Smart Boards, and iPads. At P.S. 54 we ensure equity in technology and instructional resources by providing equal access to computers, instructional technology, and other materials, such as books, text books in the content areas, that support native language and English language literacy development. All of our ELLs have access to our technology. Other technology/instructional supports our ELLs have access to and which are incorporated in their instruction in both the NL and ESL include: Smartboards, imacs, interactive whiteboards; laptop units are available in every classroom, IPADS are also being used in the instruction of ELLs and to support the instruction of content areas and the curriculum. ELLs also have access to eno boards, digital cameras, LCD, IPODS, and safari montage.

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

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

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

Plan for Newcomers:
• We make sure that teachers (Bilingual, ENL and Monolingual Teachers) are well trained and experienced with ENL strategies and methodology and knowledgeable about second language acquisition. To ensure this, we have developed an ELL handbook which has been distributed to all teachers at P.S. 54. This handbook was distributed and explained during an ELL workshop at the beginning of the year. There have also been follow-up workshops.
• Identify the family literacy level and make family members (siblings also) aware of how the system works and where the resources are to get help (school library, public library, Dial-A-Teacher in Spanish, parent coordinator, during school community meetings and assemblies, PTA meetings).
• Use the first language score (where available) to differentiate our teaching.
• Interview parents when they register the child: ask specific questions about the education system in the native country and how did the child do (if he went to school there). Parents are also invited to one-on-one meeting with the principal when students are being registered or attending school for the first time.
• Administration of the Home Language Survey.

Administration of the NYSITELL
• Analyze student profiles.
• Differentiated instruction and effective teaching strategies for ELLs.
• Collaboration and planning between ESL and content area teachers.
• Clear understanding of the students' linguistic and cultural backgrounds.
• Clear understanding of the student background knowledge and frame of reference and life experience.

17. What language electives are offered to ELLs?
NA

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

   a.) Self-Contained - One World/One Teacher - the model is 50%/50% language allocation
   b) The content areas are taught in English/Spanish
   c) instruction is separated by content, time, and curriculum.
   d) sequential literacy is taught.
1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) 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?

Staff Development (2017-2018 and 2018-2019 activities). At least 50% of the PD time is dedicated to ENL/DL teachers and 15% PD hour for all other teachers.

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

To strengthen and improve our bilingual, ENL and non-bilingual teachers in the delivery of effective instruction for our ELL students, the principal, Dr. Ferreira, our Language coordinator, and our ENL/Dual Language teachers (Ms. Luther, Ms. Costa, Ms. Pena, Ms. Perez) in conjunction with our ELL representative and with the office of DELLSS, offer professional development in instruction for ELLs and ELLs subgroups. Our teachers are observed formally and informally to ensure quality and rigorous instruction designed for our ELL students and to ensure that they are planning using the common core standards, ENL and NLA standards. Through formal and informal observations, our teachers receive feedback that would help them to make their lessons more differentiated, meaningful, engaging and relevant to the needs of ELLs.

Our programs and workshops are designed to provide all teachers of ELLs with strategies for teaching students who are ELLs in regular classes, DL and self-contained ENL classes, who are in special education and who are SIFE or long term ELLs. As per our Special education students, we provide instruction as per their IEP as well and the common core standards.

We hold regular meetings to discuss assessments, students’ work, bilingual/ESL issues and to share new information about mandates, compliance; look at the different subgroups, the results of the Spanish Lab, the NYSESLAT, ELE, ELA and other summative and formative assessments. These workshop/learning opportunities are offered and facilitated by Dr. Ferreira. An ELL handbook is being created this year for all staff and the teachers of our English Language Learners. This handbook will contain information and resources that teachers can adapt for the instruction of ELLs in their classrooms.

PDs for teachers of ELLs and ENL/DL teachers take place on Mondays during our PD time and throughout the year to ensure that 50% of the PD targets ENL/DL teachers and that 15% targets all other teachers of ELL students (we follow a 6-8 week instructional cycles and cover all topics related to English Language Learners. The Monday PDs for the first cycle: 9/21/15; 9/11/17; 9/18/17; 9/25/17, 10/2/17, 10/16/17 and 10/23/17. The next cycle will begin on 11/6/17 and will continue every Monday through 12/18/17 and every cycle until the end of the academic year.

We have study groups for the understanding of English Language Learners and SWDs and best practices, as well as Professional Learning Communities for ELLs’ mandated services (these study group meets every Tuesday).

We hold regular meetings during common planning times to discuss assessments, students’ work, bilingual/ENL issues and to share new information about mandates, compliance; look at the different subgroups, analyze results from assessments such as the NYSESLAT, ELE, ELA and other summative and formative assessments.

We also send our teachers to PD offered by colleges/universities, but most of all to those offered by the DELLSS department.

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

Our guidance counselor has participated in workshops dealing with articulation from elementary school to middle school. These workshops include the application process, setting up meetings with the parents of the students in fifth grade to help them understand the process for selecting, enrolling and succeeding in middle school. The guidance counselor also helps distribute the directories and works closely with students and parents to ensure a smooth and successful transition from elementary to middle school.

Our professional development workshops target all staffs at P.S. 54 ranging from paraprofessionals/educational assistants to social services/counselors, social workers to classroom teachers and administrators. These workshops include
teaching/training our teachers/staff with strategies that would help the ELLs in their class and the ELLs they serve or that are assigned to them. These strategies include: Cultural sensitivity, Higher level thinking skills and study strategies for listening/speaking/reading/writing. Organizational and time management skills are also included in these workshops, as well as, strategies for information gathering and for increasing comprehension of printed materials. We also train our staff in how to use formal and informal assessments to differentiate instruction for ELLs at all English proficiency levels by creating lessons that target language and by providing multiple entry points to make sure that all of our ELLs, regardless of language proficiency, have access to the curriculum. We look at observation/feedback cycle, portfolios in all content areas, peer evaluation, oral reading, journals, interest inventory; conference logs in all content areas, rubrics in all content areas. During our PDs on Mondays we will make sure that we cover the requirements as set forth by CR PArt 154-2 of 15% of ELLs related PD for all teachers and 50% of ELLs related PD for bilingual/ENL teachers of ELLs.

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

Parental Involvement

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

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

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

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Every Tuesday, during parental engagement time, teachers of ELLs invite parents to meet either individually or in groups to discuss academic/language concerns or areas of celebration. Teachers/other providers also provide workshops on academic/language content. NYSESLAT workshop on NYSESLAT Report for parents will be provided throughout the year during the Tuesday Parental Engagement times. Understanding the CCSS and the shifts in literacy and mathematics in. How to Communicate and find learning/academic resources for parents of ELLs. . Understanding how ELLs learn. How to Read-A-Loud with your Child and ask meaningful and engaging questions. Parents are primary teachers. Read-A-Loud to your kids. These workshops and learning opportunities will be offered by Dr. Ferreira, Mr. Eisma (translated by Ms. Aleman), our parent coordinator, Ms. Aleman. There will be other workshops for the parents during the month of March concerning the science exam (By Ms. Bisbano, the science teachers) and the math exam (by Mr. Eisma). These workshops will be offered in the morning and in the afternoon. Parents of ELLs are also attending ENL classes (2017) most probably every Wednesdays at 8:00 offered by the school and taught by an ELLs expert. Spanish classes will be offered beginning in December 2017. These classes will be offered to Spanish-speaking parents who would like to learn how to read and write in their own language. Likewise, English classes will be offered to English-speaking parents who would like to learn and read in their native language. Our hope is that if parents of ELLs are literate in their own language this would help to advance our ELLs’ academic language and academic success. The principal, Dr.
Ferreira, has also scheduled workshops on Danielson. She will be addressing competency 3b and helping parents understand and learn how to ask their child questions and involve them in discussions and debates. These workshops are scheduled for December 2017. The workshops will be differentiated by language (Spanish/English). All workshops will be done in this manner to enhance understanding and differentiation as per the needs of the parents of our community.

### Additional Information

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

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

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

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

My staff is aware and continuously informed of the translation and interpretation policies and communicates with the office and parent coordinator when translation/interpretation services are needed.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Marybelle Ferreira, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).

2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.

3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.

4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.

5. Student is administered the NYSITELL, if eligible.

6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.

7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.

8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.

9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.

10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.

11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).

12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

**School Name:** Fordham Bedford Academy  
**School DBN:** 10x054

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marybelle Ferreira</td>
<td>Principal</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Maria Leatherwood</td>
<td>Assistant Principal</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Carmen Aleman</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Marilyn costa</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Cristina Flores</td>
<td>Parent</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Paloma Pena</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td>Jennifer Mooney</td>
<td>Coach</td>
<td></td>
<td>6/27/17</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmen</td>
<td>Aleman</td>
<td>Parent Coordinator</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

The ELLs coordinator and the language access coordinator/parent coordinator act as liaisons with parents/guardians to determine what the translation/interpretation needs of the school are and communicate those needs to the administration and other personnel of the school such as the School Based Support Team, Attendance Team, etc.

Our ELLs coordinator and ENL push-in/pull-out teacher are members of our registration team. They interview parents and administer the home language survey as needed. The information obtained from the home language...
survey is used to determine the language of preference of parents. It also provides us with information about the home language of the parents/guardians and students.

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

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

Parents on the SLT provide additional insights as to the new language needs of our community as well as classroom and out of classroom personnel.

Parent Association provides us with information about the language needs of parents during meetings/conferences.

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

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

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>228</td>
<td>38.06%</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>352</td>
<td>58.76%</td>
<td>350</td>
<td>58.43%</td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td>.83%</td>
<td>5</td>
<td>.83%</td>
</tr>
<tr>
<td>Chinese</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bambara</td>
<td>4</td>
<td>0.67%</td>
<td>4</td>
<td>0.67%</td>
</tr>
<tr>
<td>Hausa</td>
<td>1</td>
<td>0.17%</td>
<td>1</td>
<td>0.17%</td>
</tr>
<tr>
<td>Bengali</td>
<td>4</td>
<td>.67%</td>
<td>4</td>
<td>.67%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>1</td>
<td>0.21%</td>
<td>1</td>
<td>0.21%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>1</td>
<td>0.21%</td>
<td>1</td>
<td>0.21%</td>
</tr>
<tr>
<td>Albanian</td>
<td>2</td>
<td>0.42%</td>
<td>2</td>
<td>0.42%</td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
<td>0.33%</td>
<td>2</td>
<td>0.33%</td>
</tr>
<tr>
<td>GA</td>
<td>1</td>
<td>0.21%</td>
<td>1</td>
<td>0.21%</td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

| N/A |

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly school calendar</td>
<td>September through June</td>
<td>The school calendar is sent to parents in English and in Spanish. If requested by parents who speak other languages, it will be translated into that specific language with the assistance of in-house staff and members of the school community over the age of 18.</td>
</tr>
<tr>
<td>Yearly DOE Calendar</td>
<td>September, December, January, June</td>
<td>The DOE calendar is sent home in all of the languages provided by the DOE and they are also posted throughout the school. If parents who speak other languages not provided by the DOE, request the calendar in their language, we will use the assistance of in-house staff and other family members over the age of 18 to assist with translation/interpretation.</td>
</tr>
<tr>
<td>Weekly school emails and other information</td>
<td>emails are sent weekly throughout the year - usually on Friday evenings, Announcements are sent via sonarcloud</td>
<td>Weekly emails sent by the principal are always in two languages (English and Spanish). Sometimes the emails are sent in other languages such as Bengali, French, etc. If a parent requests translation into another language. The assistance of in-house staff and parents and family members over the age of 18 will be utilized as needed. Daily/Weekly and as needed: announcements and notifications are sent home in multiple languages (i.e. English, Spanish, French) via sonarcloud</td>
</tr>
<tr>
<td>Newsletters and Frequently Asked Questions Document</td>
<td>Ongoing throughout the year</td>
<td>Our school website is in English and Spanish</td>
</tr>
</tbody>
</table>
All correspondence are sent in English and Spanish (e.g. letters with important information pertaining to testing, meetings, conferences, Parent Association, School Leadership Team, School Based Support team). This information is also provided in other languages as provided by the DOE. At the request of parents who are Limited English Proficient, these documents will be translated by the language not covered by the DOE with the assistance of in-house staff and families over the age of 18.

Documents sent by the chancellor

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-Teacher Conferences</td>
<td>September, November, March, May</td>
<td>Translation/interpretation is provided as needed. My staff is comprised of speakers of other languages than English such as French, Spanish, and sign language. For languages not spoken by my staff such as Mandarin, Bengali, Fulani, Hausa, Punjabi, Albanian and those languages not covered by the DOE, we would request the assistance and communicate with family members over the age of 18 to assist as needed.</td>
</tr>
<tr>
<td>School Monthly Assemblies</td>
<td>September through June</td>
<td>The assemblies are in English and in Spanish. Translation and interpretation services are provided as needed and as requested by parents. We may use in-house staff and other family members over the age of 18 to assist as needed.</td>
</tr>
<tr>
<td>Individual meetings are scheduled as needed depending on the language needs of the parents.</td>
<td>Tuesday during parent engagement</td>
<td>Interpretation services are provided as needed and as requested by the staff holding the conference and the parents. The assistance of in-house staff or other family members will be provided as needed and requested.</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
Data meetings and progress monitoring

<table>
<thead>
<tr>
<th>Month</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Since we know the languages spoken by our community and also know who will need interpretation/translation, we arrange and make appointments and the utilization of the 1800 number and as needed, we would utilize the assistance of un-house staff and family members over the age of 18.</td>
</tr>
<tr>
<td>January</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, emails are sent in multiple languages (would utilize Google translate as needed since an emergency requires prompt actions). The information will also be posted in our school website. Phone calls are also made in English, Spanish, and French. The school community will be directed to contact 311. We also use our messaging system to inform the community of any emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

During our Staff meeting at the beginning of every school year, I will inform my staff of chancellors’ regulation A-663. Information and copies of this regulation is included in the staff handbook and the school policy folder which they receive at the beginning of every year. Teachers are also informed of the services provided and are reminded to inform and contact our Parent Coordinator/LAC if they will need translation during the parental engagement times that take place every Tuesday or for any other meetings where translation will be needed. Teachers are always made aware of the interpretation/translation services provided and the numbers to call as needed.

During our PD times, teachers are also made aware via the LAC and the ELLs coordinator of such services and the mandates of the regulations of the chancellor A-663.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

Within the first 30 days of a student enrollment, we determine the primary language spoken by the families/guardians of our students and provide translation and interpretation services to all of the families/guardians who require language translations that would allow them to communicate with the school effectively.
We use the information as provided by the RCPL to ensure that all staff know the languages spoken by the parents of our students and be able to provide translations as needed.

We provide translation services as needed and if requested, a relative or any other adult may serve as the translator if requested by the parent/guardian.

So that parents are aware of their right to receive information in their preferred language, DOE signs indicating the different languages spoken are posted throughout the school and specifically in the main office, security desks and all entrances.

Parents are also made aware of these services during assemblies, meetings, and workshops.

We follow the regulations outlined in the Chancellor’s Regulations A-663.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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

Twice a year, we send surveys to parents to gather feedback on the different services we provide. These surveys are provided in multiple languages as I would use the assistance of in-house staff and members of the community over the age of 18 to help with translation and interpretation.

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

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

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

We look at the environment/learning survey to gather feedback from our parents and to assess our practice and the services and programs we provide.
The School Leadership Team which is comprised of representatives of parents and school staff, always look into how to make our communication with limited English proficient parents more transparent and that would reach everyone.

To further improve language services, we provide parents with the school manual (Parent Manual) and within it they will find information on how to receive translation and interpretation services and their rights to such.