



THE DAG HAMMARSKJOLD SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 22K254

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 254 **SCHOOL NAME:** The Dag Hammarskjold School

SCHOOL ADDRESS: 1801 Avenue Y, Brooklyn, NY 11235

SCHOOL TELEPHONE: 718-743-0890 **FAX:** 718-332-4477

SCHOOL CONTACT PERSON: Linda Alhonote **EMAIL ADDRESS:** Lalhono@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Gail Assante / Maragret Borgia

PRINCIPAL: Linda Alhonote

UFT CHAPTER LEADER: Eva Dilfanian

PARENTS' ASSOCIATION PRESIDENT: Gail Assante

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** 605

NETWORK LEADER: Wendy Karp

SUPERINTENDENT: Linda Waite

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
LINDA ALHONOTE	*Principal or Designee	
EVA DILFANIAN	*UFT Chapter Chairperson or Designee	
GAIL ASSANTE JENNIFER CIRRINCIONE	*PA/PTA President or Designated Co-President	
GAIL ASSANTE	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
ROSA CIRACO	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
KERRI MOSER	Member/ Assistant Principal	
JEAN HUNT-HELLER	Member/ STAFF DEVELOPER	
ROBIN DAVIS	Member/ TEACHER	
MARGARET BORGIA	Member/ TEACHER	
GINA GENTILE	Member/ TEACHER	
SUSAN MILSTEIN	Member/ TEACHER	
GAYLE HORIO	Member/ PARENT	
MONIQUE REIBER	Member/ PARENT	
CARMELA MARTINEZ	Member/ PARENT	

RUBY PHAN	Member/ PARENT	
ANDREYA LAGUEERE	Member/ PARENT	
JANE LAM	Member/ PARENT	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P. S. 254 strives to provide all students with a secure, nurturing and stimulating environment in which they can grow academically and socially. We are dedicated to establishing high academic standards, as well as an appreciation of the cultural diversity of our school community. Parents, teachers and supervisors work together with the larger community to enable our children to excel and to become life-long learners. Our goal is to support our students on the road to becoming caring and productive citizens in the future.

P.S. 254, The Dag Hammarskjold School is a Title I, Pre-Kindergarten through Grade 5 Elementary School located in the Sheepshead Bay section of Brooklyn. At present, we serve approximately 628 students. Our school has 26 classes on these grades. These include 3 Gifted and Talented classes (grades 3-5), 3 Enrichment classes (Kindergarten, 1st grade and 2nd Grade), and 3 Collaborative Team Teaching (CTT) classes (Kindergarten, 1st and 4th grade). We also have three full-day Pre-K classes, one Special Education Self Contained Third Grade class and one Self-Contained ESL class, which is in Kindergarten. PS 254 has a multi-cultural and multi-ethnic population originating from numerous Caribbean, Asian, Middle Eastern and European countries.

At present, PS 254 has 113 English Language Learners (excluding Pre-K students), which is approximately 18% of our total population. The majority of our students speak Chinese, Russian, and Arabic. The remaining students speak Spanish, Haitian, Urdu, Albanian, Korean, Punjabi, Hungarian, and Turkish. Our ESL program consists of Push In/Pull Out instructional practices throughout the grades. Our ELL Staff participates in Professional Development and articulation periods with Classroom Teachers, Paraprofessionals, Support-Staff (Special Education, Counseling, School Psychologist, etc.) and with Parents.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 254 Dag Hammarskjold								
District:	22	DBN:	22K254	School BEDS Code:	332200010254				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment				Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	53	53	54		95.3	94.8	TBD		
Kindergarten	86	76	80	Student Stability - % of Enrollment :					
Grade 1	89	100	75	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	92	98	107		93.9	97.3	TBD		
Grade 3	98	92	91	Poverty Rate - % of Enrollment :					
Grade 4	80	102	93	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	89	84	97		63.5	64.9	74.1		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		1	2	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		14	15	6		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	2	0	1	(As of October 31)	2007-08	2008-09	2009-10		
Total	589	605	598		8	11	11		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	8	11	11	Principal Suspensions	9	15	TBD		
# in Collaborative Team Teaching (CTT) Classes	15	16	16	Superintendent Suspensions	1	4	TBD		
Number all others	8	18	26	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	44	44	TBD		
# receiving ESL services only	125	131	98						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	19	Number of Administrators and Other Professionals	15	13	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	77.3	81.8	TBD
				% more than 5 years teaching anywhere	70.5	70.5	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	91.0	95.0	TBD
American Indian or Alaska Native	0.0	0.2	0.2		100.0	100.0	TBD
Black or African American	9.2	7.9	7.9				
Hispanic or Latino	10.4	10.1	10.4				
Asian or Native Hawaiian/Other Pacific Isl.	41.4	38.5	37.0				
White	39.0	43.1	43.5				
Male	46.2	46.4	49.0				
Female	53.8	53.6	51.0				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
Student Groups							
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial							
Students with Disabilities							
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	96.9			Quality Statement Scores:			

ELA Performance Trends: This year we had one hundred percent participation and made AYP in six out of six Accountability Measures. We will continue to monitor the progress of LEP students through the analysis of data from the ARIS, the Progress Report and the Inquiry Team work.

Math Performance Trends: This year we had one hundred percent participation and made AYP in six out of six Accountability Measures. We will continue to monitor the progress of LEP students through the analysis of data from the ARIS, the Progress Report and the Inquiry Team work.

Science Performance Trends: This year there was a ninety nine percent student participation and we made AYP in six out of six Accountability Measures.

Findings:

In this time of more rigorous accountability, our greatest accomplishment is that we have managed to earn an “A” on our Progress Report for the third consecutive year. Of particular note is our outstanding achievement in the area of mathematics. In grades 3, 4, and 5, 90% or more of the tested students achieved levels 3 and 4 on the NYS Math Assessment. Over the last two years, our Inquiry Teams have shared their practices and strategies throughout the school. These strategies are embedded in our Literacy and Math programs and are reinforced and explored in our Professional Development trainings. Coupled with work on the analysis and use of data to plan differentiated instruction, we have been able to move student achievement forward. The use of technology for instructional purposes has been another school-wide accomplishment. Teachers receive professional development on accessing data tools in order to analyze data to create and implement individualized instructional plans aimed at enrichment as well as remediation. Students have access to greater resources and programs to enhance research and develop critical thinking skills.

The Afterschool Inquiry Team (2009-2010) targeted 18 students from grades 4 and 5. The group was made up of ELLs, FELLs, and struggling students who did not make progress in literacy. After analyzing data from formative and summative assessments, the Team decided to focus on comprehension strategies with an emphasis on inferential thinking as well as attention to academic vocabulary. Academic Intervention Services were provided both during and after the regular school day. Professional development was provided for teachers on ways to incorporate these strategies in all content areas. We have multiple Inquiry Teams that are building upon our previous work. Our goal is that our Inquiry Teams focus on comprehension, academic vocabulary, language development and writing in math. This will help us continue to enhance our instructional practices and maintain high levels of student achievement.

One significant barrier to continuous improvement is that our school has a large number of former ELLs in addition to a significant population of students that do not qualify for ESL services, but speak English as a second language. These students come from homes where English is not spoken. We must continue to provide instruction in both oral and written language in order to scaffold and support their continued progress. Additionally, budgetary constraints have forced us to eliminate many of our After School Programs, support staff, and professional development. It has also hindered our ability to purchase materials and resources. In spite of these barriers, we will continue design services that target the varied needs of all students who are in need of academic intervention. This work will benefit all students in our school community.

NYSESLAT 2009 - 2010

Total % of English Language Learners (ELLs) from the total school population is 18.00%

Beginners: 19.0% of total ELLS

Intermediate: 35.0 % of total ELLS

Advanced: 46.0% of total ELLS

Listening and Speaking

45% of students in grades Kindergarten and 1 were proficient in listening and speaking.

78% of students in grades 2 through 4 were proficient in listening and speaking.

71% of students in grade 5 were proficient in listening and speaking.

Reading and Writing

50% of students in grades kindergarten and 1 were proficient in reading and writing.

41% of students in grades 2 through 4 were proficient in reading and writing.

50% of students in grade 5 were proficient in reading and writing.

The data indicates in grades 2-4 our students improved by 8% in Reading and Writing modalities. Grades Kindergarten-1 and 5 showed a decline. However, 16% of our K-1 students and 29% of our 5th grade students have IEPs.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- By June 2011, there will be a 2% increase in students making at least one year's progress in ELA as demonstrated by student assessment results.

Based upon the data that was analyzed in the Needs Assessment and after consultation with the School Leadership Team, it was agreed that because 72.6% of students in grades 3-5 are in performance levels 3 and 4, there is a need to increase the percentage of students making at least one year's progress.

- By June 2010, there will be an increase of 2% of ELL's moving to the next level as demonstrated by reading and writing assessments.

Based upon the data that was analyzed in the Needs Assessment and a review of the NYSESLAT results and after consultation with the School Leadership Team, it was determined that although many ELL's made adequate yearly progress, there is a need to increase reading comprehension and writing skills.

- By June 2011, there will be a 2% increase in the consistent use of technology school wide as measured by the creation, use and application of Class Web Pages, Renzulli, Class/student Projects, email communication among staff and Administration and parents as well as Students artifacts. We will monitor progress monthly and at the completion of projects. During Professional Development Cabinet meetings we will analyze progress and present feedback from staff to Administration.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 2% increase in students making one year’s progress in ELA as demonstrated by student assessment results.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Targeted population includes all students in grades 3 – 5 including ELLs and Students in Special Education classes • Data driven instruction will be a crucial component of our Balanced Literacy approach to teaching and learning. All instruction will be aligned with New York State and New York City Standards as well as strengths and needs identified through both formative and summative assessments. This data will inform teachers throughout all components of Balanced Literacy. Its components include: interactive read alouds, shared reading, partner reading, guided reading, word work, independent reading, book clubs, literacy centers, modeled writing, shared and interactive writing, independent writing, and student-teacher reading/writing conferences. • Goals will be set with the teacher and students to meet individual needs. • Grouping is flexible and based upon ongoing assessment. Students are grouped by both levels and reading goals. • The Renzulli reading and writing program will be implemented in 2nd – 5th grade classes. • The literacy staff developer, reading recovery teacher and the AIS providers will provide additional support to students and professional development for teachers. • Parental involvement will include conferences, family literacy workshops and participation in school functions. • After school programs will be based upon student needs and available funding. • New York State and New York City Standards, as well our school based curriculum maps

	<p>will provide a timeline for instruction. This plan will be implemented and monitored through the following:</p> <ul style="list-style-type: none"> • Analysis of Acuity results in Nov., Dec., April and June • Writing samples collected and reviewed monthly • Instructional reading levels tracked in Nov., Jan., Mar., and May • Individual Writing Rubrics collected and analyzed in Sept., Feb. and June • NYS ELA assessment • Fountas & Pinnell Benchmark assessment • Quarterly learning walks in various areas • Mid-year conferences conducted in Feb./Mar. 2011 • Collection of assessment binders with reading and writing conference notes quarterly.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Teachers-Tax Levy FSF and EGCSR State • Literacy Staff Developer – Title 1 SWP Funding & Contract for Excellence • Professional Development Days – Title 1 SWP Funding • Reading Recovery Teacher – EGCSR Federal Funding • AIS Provider – EGCSR State Funding
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Assessments will be administered and reviewed 3 times per year (fall, winter and spring). Informal assessments such as reading and writing conference notes will be conducted on a daily basis. See timelines above in the Action Plan.</p> <p>The following Assessments will be used to measure student gains:</p> <ul style="list-style-type: none"> • Fountas & Pinnell assessments • Student portfolios literacy assessment binders • Reading and writing conference notes • Acuity assessments • New York State English Language Arts test <p>Projections will be made based on the outcomes of these assessments. Assessments will be administered and reviewed 3 times per year (fall, winter and spring). Informal assessments such as reading and writing conference notes will be conducted on a daily basis. See timelines above in the Action Plan.</p>

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 2% increase in the consistent use of technology school wide as measured by the creation, use and application of Class Web Pages, Renzulli, Class/student Projects, email communication among staff and Administration and parents as well as Students artifacts. We will monitor progress monthly and at the completion of projects. During Professional Development Cabinet meetings we will analyze progress and present feedback from staff to Administration.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Two technology teachers will attend monthly computer Liaisons meetings provided by Office of Educational Technology • Two technology teachers will provide ongoing differentiated Professional Development to teachers focusing on accessing and maintaining DOE e-mail accounts, use of Google Docs, ARIS, utilizing the CMS school webpage, utilizing The Renzulli Learning System, etc. • Teachers have completed a Technology Interest/Needs Survey that helps direct the course of the individual Professional Development of teachers & staff. • Teachers who teach in Grades K-5 will use DOE accountability tools ARIS & ACUITY as well as school databases to analyze, implement and plan. • Forms for the day-to-day operations of the school (requisition forms, permission slips, repair forms, computer repair forms, change of prep forms, etc) will be accessed electronically through Google Docs. • Purchase of Renzulli Learning System site license as well as a wide variety of additional software, and web-based program to be used to facilitate enrichment, differentiation, and AIS in classrooms. • 63% (5) classes in grades 4 & 5 will have the First in Math program implemented. • Professional Development will be provided during Professional Development days, Grade Conferences, Faculty Conferences as well as small group and individual sessions.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Two Teachers-tax Levy FSF, Title 1 SWP, EGCSR State Funds • Materials and Resources-Tax Levy NYSTL • Professional Development-Title 1 SWP
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Use of specific instructional software with identified students in classrooms (Rosetta Stone, Renzulli Learning, Uptown Education, etc) • Student and class projects and electronic reports (Renzulli Learning System, Uptown Education and First in Math) • Evidence of Instructional Technology being observed in formal and informal observations. • Collegial inter-visitations and sharing of best practices in the integration of technology • Schedules and or agendas of individual and group professional development sessions • Added inventory of hardware and software • Access and use of online documents and accountability tools (DOE and school based)

Subject/Area (where relevant): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an increase of 2% of ELLs moving to the next level as demonstrated by reading and writing assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • For school year 2010-11, all beginners and intermediate ELLs will receive 360 minutes of ESL instruction per week. All advanced students will receive 180 minutes of ESL instruction per week. For all grade 3, 4, and 5 students, including Long Term ELLs, Title III funds will provide an after-school extended day program to improve reading comprehension and writing skills in English as well as in content areas. • A data driven differentiated instructional approach will be used for all ELL students. • Professional development will be provided to all teachers during faculty conferences and after school hours. In addition, selected teachers will participate in our focus group on designing an ELL curriculum that supports academic language development in the content areas. • For school year 2010-11 the P.S. 254 Inquiry Team is committed to investigating and analyzing Long Term ELLs (LTE) and our former ELLs (FLEPs) to determine if teachers can pinpoint and improve upon instructional strategies using diagnostic, prescriptive and remedial approaches that will help our students to reach proficiency and attain academic success. • This plan will be implemented and monitored through: <ul style="list-style-type: none"> • NYSESLAT, Spring 2011 • Teacher Assessments (throughout the year).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Funding Sources: Title I, Title III, Tax Levy. Title I provides for:</p> <ul style="list-style-type: none"> • Upper grade after school program ELLs for students at risk • Teacher per session. <p>Title III funds will provide for:</p> <ul style="list-style-type: none"> • After-school extended day program (two days per week) • Supervisor and teacher per session pay • Adult ESL classes and workshops • Supplies and materials • Secretary (per session)

	<p>Tax Levy provides for:</p> <ul style="list-style-type: none"> • TESOL personnel and Inquiry Team (per session) <p>Teachers and Family Worker:</p> <ul style="list-style-type: none"> • Teachers- Tax Levy FSF • Family Worker- Title 1 SWP • F-Status-Tax Levy Fair Student Funding <p>Professional Development Title 1- SWP Funding ICI Professional Development and DOE PD (Tax Levy Children First)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>By June 2011, there will be an increase of 2% of ELL's moving to the next level as demonstrated by reading and writing assessments. Based upon the data that was analyzed in the Needs Assessment and a review of the NYSESLAT results and after consultation with the School Leadership Team, it was determined that although many ELL's made adequate yearly progress, there is a need to increase reading comprehension and writing skills.</p> <p>To assess early literacy skills of our ELLs, the Fountas and Pinnell Benchmark Assessment Tool Kit is used to analyze the individual student's ability in Decoding, Reading Comprehension, Writing and Fluency. The data is analyzed and the results of these assessments help inform our school's instructional plan.</p> <p>This plan will be implemented and monitored through the following:</p> <ul style="list-style-type: none"> • Analysis of Acuity results in Nov., Dec., April and June • Writing samples collected and reviewed monthly • Instructional reading levels tracked in Nov., Jan., Mar., and May • Individual Writing Rubrics collected and analyzed in Sept., Feb. and June 2011 • NYS ELA assessment • Fountas & Pinnell Benchmark assessment • Quarterly learning walks in various areas • Mid-year conferences conducted in Feb./Mar. 2011 • Collection of assessment binders with reading and writing conference notes quarterly.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	14	16	N/A	N/A	8	n/a	n/a	PT-1,OT-3,SP-9
1	8	24	N/A	N/A	1	n/a	n/a	1-0-4
2	24	18	N/A	N/A	13	n/a	n/a	2-7-13
3	12	27	N/A	N/A	6	1	n/a	1-3-5
4	17	25	1	0	7	1	n/a	0-3-2
5	22	23	2	4	3	n/a	n/a	2-1-9
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Foundations, (WRS) Wilson Reading System, Great Leaps, Lexia, Soar to Success, CAFÉ, Kaplan Review, Reading Recovery and various consumable skills books.	The AIS program provides the students with help in phonemic awareness, phonics, fluency, comprehension and vocabulary – the 5 components that produce a good reader. The programs are used during the day, at extended day and during after-school instruction. Children are grouped in small groups, as well as 1:1, in order to meet the needs of each individual student. Assessments are conducted both formally and informally on an ongoing basis. The results are analyzed to monitor student progress and plan instruction.
Mathematics: Everyday Math, Envisions, Great Leaps Math, Math Steps, Kaplan Review, and various consumable skills material.	Services are provided to assist at-risk students. At times these groups are flexible to include or discharge students as the needs arise. Services are conducted during the day, at extended day and after school. All services are conducted in small groups in order to provide comprehensive instruction. Assessments are conducted both formally and informally on an ongoing basis. The results are analyzed to monitor student progress and plan instruction.
Science: Various skills books and materials	Services are provided using Reading Strategies within the content areas when working with at-risk students. This is provided by the teacher as a TIER I intervention.
Social Studies: Various skills book and materials	Services are provided using Reading Strategies within the content areas when working with at-risk students.
At-risk Services Provided by the Guidance Counselor: Counseling	This service is provided during the school day in a 1:1 setting or in small groups.
At-risk Services Provided by the School Psychologist: Evaluations	This service is provided during the school day in a 1:1 setting or in small groups This service is currently available two days a week.
At-risk Services Provided by the Social Worker: Counseling	This service is not available since there is no social worker currently assigned to our school.
At-risk Health-related Services: OT, PT, Speech	This service is provided during the school day in a 1:1 setting or in small groups A nurse provides services on an “as needs” basis.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

Language Allocation Policy

The Dag Hammarskjold School is a Title I, School Wide Program Pre-Kindergarten through grade 5 Elementary school located in the Sheepshead Bay section of Brooklyn. At present, we serve approximately 628 students in grades Pre-K through grade 5. Our school has 26 classes. These classes include: an Enrichment Kindergarten, First and Second grade classes, three Gifted and Talented classes, three full day Pre-Kindergartens, one Special Education self-contained class, 2 CTT classes (Kindergarten and 4th grade), and one self-contained Kindergarten ESL class. P.S. 254 has a multi-cultural and multi-ethnic population originating from numerous Caribbean, Asian, Middle Eastern and European countries. According to our Class Ethnic Census report for school year 2010-2011, 34.92% of our students are Asian, 46.09% are White, 6.22% are Black, 8.61% are Hispanic 0.31% Native American, 1.43% Multi-racial.

Eligibility for LAB testing is based on the review of the Home Language Identification Survey, which is given out at registration to parents of incoming students by the ESL Staff/ school pupil accounting secretary, and based on language spoken at home. The HLIS is then reviewed by licensed and certified ESL teachers, who determine students' eligibility for the initial formal assessment (LAB-R). All information distributed to parents of ELL/LEP students is translated into as many languages as possible. Orientation for parents of newly enrolled ELL/LEP students is done at the beginning of each school year and whenever else needed throughout the school year. During the meeting, parents view the DVD "The Parent Connection" in their native language and are made aware of the various program choices that are available for their children. TESOL personnel, as well as the Principal, the Assistant Principal, Parent Coordinator and translators are available to answer any questions that might be of concern. Parents are then given program selection forms, at which point they are asked to make a selection based on the information they have received. Since the majority of our parents have chosen a "Free Standing ESL Program," our program is aligned with what the parents have requested. With the help of the Parent Coordinator and a Family Worker all parents are contacted. After LAB-R is administered and analyzed by ESL personnel, parents receive Entitlement letters in English and in Native languages (where available), informing them that their child has been placed in a pull-out/push in ESL program for the current school year.

As of September 2010, there are 113 English Language Learners (excluding 54 Pre-K students), which is about 18.0% of our total population. The majority of our students speak Chinese, Russian, and Spanish. The others speak Arabic, Haitian, Urdu, Albanian, Korean, Punjabi, Hungarian, Turkish, Bengali, Uzbek, Georgian, and Polish.

ELLs by grade: K: 47, (26 in self-contained, 21 in pull-out), Grade 1: 24 (pull-out/push in), Grade 2: 8 (pull-out/push-in); Grade 3: 17 (pull-out/push in, and Special Education), Grade 4: 9; Grade 5: 8 (pull-out).

Of our 113 ELLs, 47 kindergarten students are being serviced based upon the Fall, 2010 LAB-R results. Of 66 students, in grades 1 through 5, 14 are at the Beginner level, 28 are at the Intermediate level, and 23 are at the Advanced level. As noted in our CEP, the data indicates a steady increase at the advanced level. Based on a review of the last three years breakdown of NYSESLAT results, the pattern in proficiency levels shows that listening and speaking modalities are acquired at a faster pace than reading and writing. These results dictate the specific instructional plan for each ELL.

Proficiency Results by grade:

Beginner: Kgn.-6; 1st-6; 2nd-2; 3rd-3; 4th-1; 5th- 2; Total: 20
Intermediate: Kgn.-12; 1st-12; 2nd-2; 3rd-8 4th-3; 5th-3; Total: 40
Advanced: Kgn.-29; 1st-6 2nd-4; 3rd-6; 4th-5; 5th-2; Total: 52

NYSESLAT Modality Analysis by grade:

List./Sp.- Beginner: Kgn.-2; 1st-1; 2nd-2; 3rd-1; 4th-2; 5th-0
List./Sp.- Intermediate: Kgn.-7; 1st-2; 2nd-0 3rd-0; 4th-1; 5th-0
List./Sp.- Advanced: Kgn.-6; 1st-5; 2nd-5; 3rd-1; 4th-1; 5th-6

Read./Wr.- Beginner: Kgn.-3; 1st-1; 2nd-2; 3rd-1; 4th-1; 5th-0
Read./Wr.- Intermediate: Kgn.-6; 1st-2; 2nd-8; 3rd-3; 4th-4; 5th-3
Read./Wr.- Advanced: Kgn.-6; 1st-1; 2nd-8; 3rd-4; 4th-2; 5th-8

All of our students, including those in the self-contained Kindergarten class are in monolingual classes. The TESOL staff in collaboration with classroom teachers plans instruction in content area skills and has concentrated on science and social studies. Our students are tested in English, unless they are academically dominant in their native language. For example, 9 of our 4th grade ELLs took the NYS Science Assessment in Spring of '10. Two students scored at level 4, 4 at level 3 and 3 at level 2. Our children did relatively well due to the fact that part of this assessment was a hands-on activity. Our children were able to use their prior knowledge regardless of language abilities. In addition 14 ELLs took the NYS Social Studies Test. One student scored at level 4, 12 students scored at level 3, and 1 at level 1. Since the Social Studies Test assesses reading and writing modalities based on United States history, we planned specific content area and differentiated instruction, acquired appropriate materials to meet the needs of the individual students. Recently, we have seen tremendous growth in the scores of our ELL students. All Interim Assessment Data as well as Acuity Test Data are reviewed and used to further meet the needs of our ELL students. We will continue these practices for increased academic success.

Our ESL program incorporates a wide variety of instructional age and grade level appropriate materials to support the learning of ELLs. To meet the standards in Math, we have been utilizing the “Every Day Math” program (in grades Kindergarten and One) and “enVision Math” (in grades 2-5), within these programs our students also have access to hands on manipulatives, books, and are exposed to targeted math vocabulary. During the literacy block the students are instructed using content area resources based on their proficiency levels. Individual instruction and small group

proficiency in literacy, math, science, and social studies. Our newcomers are placed in self-contained classes, where possible. When placing a child into a monolingual class, consideration is given to “buddying up” the newcomer with another child who speaks the same language. Translators are used when possible and every effort is made to insure a smooth transition into the new school system both socially and academically. Students, who have been in the ESL program for 4-6 years, receive extension of services, are given additional content area instruction. Assessments are ongoing. Results of assessments are analyzed to pinpoint areas of need. ESL standards and NYSESLAT test preparation are incorporated into all ESL classroom instruction as well as into our Title III after-school program. We believe that our ELL students are provided with every opportunity to grow academically and participate in all school programs albeit academics, enrichment, sports and/or the arts.

Our Special Education ELLs receive their mandated ESL services in accordance with their IEPs, via a pullout program. Prior to Special Education placement, all at risk ELLs receive additional targeted intervention based on their individual needs. Depending upon need, AIS provides match leveled and specific programs geared toward the child reaching his/her particular goal. All steps in Tier I intervention are explored and exhausted before out of classroom personnel is called upon for assistance. The AIS provider, ESL teacher and the classroom teacher are involved in an ongoing collaboration and work as a team in search of academic success for our ELL children.

Programs listed below are utilized during this process:

- Great Leaps Reading and Math
- Foundations
- Lexia QRT – Lexia Primary and Early Reading Programs
- Math Steps
- Rosetta Stone
- Soar to Success
- Wilson
- ELL on line programs

Part B: CR Part 154 (A-6) Bilingual/ESL Program Descriptions

Type of Program: ___ Bilingual ESL ___ Both **Number of LEP (ELL) Students Served in 2010-11** 113

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

II.
The Dag Hammarskjold School is a Title I, School Wide Program Pre-Kindergarten through grade 5 Elementary school located in the Sheepshead Bay section of Brooklyn. At present, we serve approximately 628 students in grades Pre-K through grade 5. Our school has 26 classes. These classes include: an Enrichment Kindergarten, First and Second grade classes, three Gifted and Talented classes, three full day Pre-Kindergartens, one Special Education self-contained class, 2 CTT classes (Kindergarten and 4th grade), and one self-contained Kindergarten ESL class. P.S. 254 has a multi-cultural and multi-ethnic population originating from numerous Caribbean, Asian, Middle Eastern and European countries. According to our Class

Ethnic Census report for school year 2010-2011, 34.92% of our students are Asian, 46.09% are White, 6.22% are Black, 8.61% are Hispanic 0.31% Native American, 1.43% Multi-racial.

Eligibility for LAB testing is based on the review of the Home Language Identification Survey, which is given out at registration to parents of incoming students by the school pupil accounting secretary, and based on language spoken at home. The HLIS is then reviewed by licensed and certified ESL teachers, who determine students' eligibility for the initial formal assessment (LAB-R). All information distributed to parents of ELL/LEP students is translated into as many languages as possible. Orientation for parents of newly enrolled ELL/LEP students is done at the beginning of each school year and whenever else needed throughout the school year. During the meeting, parents view the DVD "The Parent Connection" in their native language and are made aware of the various program choices that are available for their children. TESOL personnel, as well as the Principal, the Assistant Principal, Parent Coordinator and translators are available to answer any questions that might be of concern. Parents are then given program selection forms, at which point they are asked to make a selection based on the information they have received. The majority of our parents have chosen a "Free Standing ESL Program." With the help of the Parent Coordinator and a Family Worker all parents are contacted.

As of September 2010 there are 113 English Language Learners (excluding 54 Pre-K students), which is about 18.8% of our total population. The majority of our students speak Chinese, Russian, and Arabic. The others speak Spanish, Haitian, Urdu, Albanian, Korean, Punjabi, Hungarian, Turkish, Bengali, Uzbek, Georgian and Polish.

ELLs by grade: K: 47, (26 in self-contained, 21 in pull-out), Grade 1: 24 (pull-out / push in); Grade 2: 8 (pull-out/push in); Grade 3: 17 (pull-out/push in and Special Education); Grade 4: 9; Grade 5: 8 (pull-out).

All ELL/LEP students will be:

- 1) Provided with AIS during the school day as well as extended day programs designed to improve student performance.
- 2) Beginning/Intermediate ELLs will be provided with 360 minutes of ESL instruction per week. Advanced ELLs will be provided with 180 minutes of instruction per week.
- 3) ELL/SIFE/Long-term ELLs will be provided with related services as indicated in their I.E.P.
- 4) ELL/SIFE/Long term ELLs will receive group counseling or individual counseling based on individual needs.

II. Parent/community involvement:

- 1) All information distributed to parents of ELL/LEP students is translated into as many languages as possible.
- 2) Orientation for parents of newly enrolled ELL/LEP students is done according to language and translators availability for a question and answer period. During the meeting, parents view the DVD "The Parent Connection" in their native language and are made aware of the various program choices that are available for their children. TESOL personnel, as well as the Principal, the Assistant Principal, Parent Coordinator and translators are available to answer any questions that might be of concern. Parents are then given program selection forms, at which point they are asked to make a selection based on the information they have received. The majority of our parents have chosen a "Free Standing ESL Program."

- 3) Orientation is scheduled in late June for incoming kindergarten students and again in late September/early October.
- 4) With the help of the Parent Coordinator and a Family Worker all parents are contacted.
- 5) Literacy/ESL/math/science/technology staff provides workshops for parents. Translators are available.
- 6) ESL classes for parents are offered as part of our Title III program.

III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

All newly arrived ELLs are given a tour of our school to acquaint them with various areas of our building. We try to pair each new child up with a “buddy” in the hopes of easing any anxiety the child may be experiencing. In addition, translators are available to help during this critical transitional period. Administrators, ESL teachers as well as a Family Worker help parents during registration. Translation services are provided as needed.

IV. Staff Development (2010-2011 activities):

As mandated, we provide professional development to the whole staff. We utilize our ESL Coordinator and our ESL Specialist from our network to provide the mandatory 7 1/2 hours of training. These workshops are part of our overall program of staff development that is delivered during faculty conferences, grade conferences and before/after school sessions. Attendance records are recorded and logged. Our Principal and Assistant Principal participate in the Academic Language for ELLs Workshops sponsored by our network and held monthly.

Tentative Staff Development for 2010-2011 will include:

- 1) Approaches for ESL Instruction – September.
- 2) Study groups focusing on enhancing academic language in content areas – monthly beginning in October.
- 3) Explore research, best practices and strategies that support English Language Development of ELLs– Election Day and monthly.
- 4) Test Taking Strategies/Target Vocabulary and assessing data for the ELL Students – Fall grade conferences.
- 5) Developing Reading and Writing Proficiency – January- March.
- 6) Model lessons – co-teaching (push in) with teachers who have ELLs in their classes- ongoing.

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students- School Year 2010-2011
Form TIII – A (1)(a)

Grade Level(s) 3-5 **Number of Students to be served:** 33 LEP Non-LEP

Number of Teachers: 3 **Other Staff (Specify)** Content Area Specialists and Family Worker during Workshops

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program¹

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

As of September 2010, there are 113 English Language Learners at P.S.254. Our students receive 100% instruction in English as part of a free standing ESL program. Licensed and certified Teachers of TESOL and Common Branches service the English Language Learners. We follow a balanced approach to literacy, aligned with ESL standards. We provide individual and small group instruction based on the assessed needs of our students. This targeted instruction prepares children to make the transition from one level to the next throughout the year.

Beginning and intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL per week. All ELLs also receive 180 minutes of ELA instruction in their classroom settings. Students receive instruction that complements the themes and curriculum of their current grade level. The instruction utilizes ESL strategies and methodologies to provide content area knowledge and academic vocabulary. Emphasis is placed on consistent improvement in listening, speaking, reading and writing skills as per ESL standards. Based on R-LAB and NYSESLAT results, a data analysis is used to group students. We strive to address the needs of our ESL students and plan instruction based on their specific needs. All of our students, including those in the self-contained Kindergarten, are in monolingual classes. Our students are tested in English, unless they are academically dominant in their native language. Students, who require foreign language exams, are provided with them, if they are available. In addition, pedagogues who are fluent in other languages, may orally translate State and City tests if need be. Proficient students (FELL), who are no longer in the ESL program, receive additional services, if needed, by our related service providers: AIS providers, ESL personnel, as well as SETSS personnel. We are continuing our push in program for advanced students in grades 1 and 3, which will target co-teaching in content areas, four times a week. ESL staff will articulate with Common Branch teachers to plan classroom instruction. In analyzing the breakdown of the NYSESLAT results for children who have been in the program for more than 3 years, we have targeted small group instruction, using differentiated instruction to hone in on areas of difficulty and improve results.

Instruction/Extended Day:

Depending on our Title III funds for 2010 -2011 school year, we plan to provide for Extended Day Programs for our ELLs in grades 3-5. Students will meet twice weekly, Tuesdays and Thursdays, for 1 1/2 hours per session for a total of 34 sessions. Group size will be limited to (15) per class. We anticipate that classes will begin in January and end in May. They will be taught by (2) ESL and /or Common Branch Certified teachers. A supervisor will be in attendance for all sessions. The students will receive additional instruction in literacy, science, social studies and math, designed to help them achieve grade level proficiency in these areas. Some of the books we plan to order are: **Measuring Up in Math, Strategies for Successful Readers and Writers, Math Tools, Quick Word for Beginning Writers, Language Skills, and Practice Exercises in Basic English, Strategies for Content Area Reading, Keys Unlock the New York State Mathematics Test, Keys Unlock the New York State ELA test, Empire State NYSESLAT ESL/ELL test prep materials.**

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

In addition to Professional Development provided by our Title III teachers, we will provide Professional Development for our general education teachers highlighting ESL strategies and methodologies in content areas. All workshops will be conducted by Certified ESL staff.

The projected workshop topics are:

- ❖ ESL Standards and Approaches to ESL Instruction
- ❖ Levels of English Literacy development and language analysis
- ❖ Test Taking Strategies (targeting vocabulary and test taking strategies for ESL students, assessing data)
- ❖ Developing Reading and Writing Proficiency
- ❖ Model lessons – co-teaching (push in) with teachers who have ELLs in their classes
- ❖ ELL Mathematics for Elementary grades

Parental Involvement

Parent Orientation sessions and workshops will be ongoing throughout the school year. We plan to schedule parent workshops in the evenings, facilitated by (2) certified ESL teachers and content area specialists, in order to help parents become more knowledgeable about testing. They will learn which tests their children will have to take and how best to help them. NYSESLAT /Literacy workshop will be held prior to the Spring NYSESLAT test. In addition, we will offer (12) adult ESL classes for parents, four of which will include technology. These classes will be held once a week and last for (2) hours each session. ELA, math, and a science will be offered for parents prior to city and state tests. These classes and workshops will have 2 ESL Certified Teachers and/or content area specialists. Translators will be available at all workshops and instructional classes to better support the understanding of the content. A supervisor will be in the building during all parent classes and workshops. Due to the

large amount of paper work related to these workshops and classes, we will need secretarial services to expedite handouts, agendas, payroll and other further documentation needed.

Form TIII – A (1)(b)

Revised Title III Budget for 2010-2011

Title III LEP Program

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	Code 15	34 session's x 2 hours x 2 teachers x \$49.72 = \$6,761.92 (Extended Day Per Session) 14 session's x 2 hours x 1 supervisor x \$53.00 = \$1,484.00 1 session x 1 hour x 4 teachers x \$49.72 = \$198.88 (Professional Development) 1 session x 1 1/2 hours x 2 teachers x 49.72 = \$149.16 (Professional Development) 1 session x 1 1/2 x 1 supervisor x \$53.00 = \$79.50 Total: \$ 8,673.46
Supplies and materials	Code 45	\$ 1,675.00 (Books) \$ 700.66 (Supplies) Total: \$2,375.66
Travel		
Other	Code 15	Parental Involvement: 1. Adult English 8 sessions x 2 hours x 2 teachers x \$49.72 = \$1,591.04 2. 4 Technology workshops (as part of Adult English): 4 sessions x 2 hours x 2 tchrs. x \$49.72 = \$795.52 3. Testing workshops (ELA, Math, Science, NYSESLAT): 4 sessions x 2 hours x 2 teachers x \$49.72 = \$795.52 4. Supervisor: 16 session's x 2 hours x 1 supervisor x \$53.00 = \$1,169.60 5. Secretary: 20 hours x 1 secretary x \$30.64 = \$612.80 Total: \$ 5,490.88
TOTAL		Total : \$16,540.00

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

P.S. 254 has a large ELL population. In addition, many of our parents speak only native languages and little or no English. Communication between staff and parents as well as Parents Association and parents has been difficult. A data analysis of 371 returned needs assessment surveys, indicates that 287 parents who speak a variety of languages (Chinese, Russian, Arabic, Spanish, Urdu, Turkish, etc.), request written translation of school notices. Since the initiation of the Language Translation and Interpretation funding, we have been able to provide oral and written translation for the parents of our ELLs. As our early childhood ELL population increases, the need for written/oral language translation and interpretation has increased.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

ORAL INTERPRETATION NEEDS ASSESSMENT

Based on the large amount of responses to our written/oral language needs assessment survey, the data indicates an overwhelming need for oral interpreters during:

- a) Registration
- b) Orientation
- c) Parent Association meetings
- d) Parent workshops
- e) Parent/Teacher conferences
- f) Individual Parent meetings

The results of this survey were reviewed and discussed at Parent Association meetings. It is important to note that with the availability of these services, we believe that parent involvement and participation will increase enormously.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Based on the results of the assessment survey, we plan to provide our parents with written translations of all school notices. We have:

- Created a translation team, consisting of staff members, a family worker, parent coordinator and parents
- Installed translation keyboards in our computers

All of the above will be used to provide written translation services to the parents of our students.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Based on the large amount of responses to our written/oral language needs assessment survey, the data indicates an overwhelming need for oral interpreters during:

- a. Registration
- b. Orientation
- c. Parent Association meetings
- d. Parent workshops
- e. Parent/Teacher conferences
- f) Individual Parent meetings

Oral interpretation will be provided by school staff, a Family Worker, as well as parent volunteers.

It is important to note that with the availability of these services, we believe that parent involvement and participation will increase enormously.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

WRITTEN TRANSLATION NEEDS ASSESSMENT

P.S. 254 has a large ELL population. In addition, many of our parents speak only native languages and little or no English. Communication between staff and parents as well as Parents Association and parents has been difficult. In order to determine the needs of our school community, we conducted a written/oral language needs survey. A data analysis of the responses indicates strong need for written translation of school notices.

WRITTEN INTERPRETATION NEEDS ASSESSMENT

As per Chancellor's Regulations A-663 we have determined that based on the large amount of responses to our written/oral language needs assessment survey, the data indicates an overwhelming need for written translations during:

- a) Registration
- b) Orientation
- c) Parent Association meetings - handouts
- d) Parent workshops - handouts

It is important to note that with the availability of these services, we believe that parent involvement, understanding, and participation will increase enormously.

Part C: Action Plan – Language Translation and Interpretation

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2009-10 school year to support improvement in priority areas as described in the school’s response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

<p>Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children’s educational options, and parents’ capacity to improve their children’s achievement.</p>	
<p>ACTION STEP – WHAT needs to be done to accomplish goal?</p> <p>➤ Refer to specific actions, strategies, and activities described in Part B.</p>	<p>We will provide oral and written translation services during:</p> <ul style="list-style-type: none"> • Registration and orientation • Parent Teacher Conferences • Parent Association meetings • Individual Parent meetings • Parent meetings
<p>WHEN?</p> <p>➤ Implementation Timeline: Start/End Dates, Frequency, and Duration</p>	<ul style="list-style-type: none"> • First and last days of school • Before, after and during school • Ongoing throughout the year (as the need arises) • Parent workshops with translators and native language handouts
<p>BY WHOM?</p> <p>➤ Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)</p>	<ul style="list-style-type: none"> • Staff members • Principal/Assistant Principal • Translators and a Family Worker
<p>SUPPORT</p> <p>➤ Resources/Cost/Funding Source (including fiscal and human resources)</p>	<ul style="list-style-type: none"> • Per session for teachers, paraprofessionals, and a Family Worker (to assist translators), funding provided by Title I translation funds • Translation keyboards in foreign languages
<p>INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will the school know whether strategies are working?</p> <p>➤ Interval of Periodic Review</p> <p>➤ Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)</p>	<ul style="list-style-type: none"> • Original needs assessment indicated the urgent need for translation services • During the 2010-2011 school year another needs assessment will be administered. The results will be compared and analyzed. • Parents surveys and evaluations • Membership and activities in the Parent Association • Attendance at ELL sponsored workshops

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$396,566	\$129,689	\$526,255
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 3,966	\$ 1,297	\$ 5,263
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 19,828	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 39,657	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the **2010-2011** school year: **100%**
6. If the percentage of high quality teachers during **2009-2010** is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School

Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENT INVOLVEMENT POLICY

INTRODUCTION

Current research and practical experience demonstrate that families play a significant role in the educational progress of their children. When families are involved in their children's educational experience, children perform better in school. A child's educational and personal development is maximized by this genuine partnership between the family and school.

A true partnership is based on the assumption that parents and educators are equal members with the common goal of supporting success of all children in school. Although parents and educators may make different contributions to the partnership and educators may be primarily responsible for initiating it, the assumption is that success for all children cannot be accomplished without collaboration. Elements of the partnership include:

1. Creating two-way communication
2. Enhancing learning at home and at school
3. Providing mutual support
4. Making joint decisions.

Building family-school partnerships requires systematic efforts over time to overcome previous experiences of disconnection and to establish routines that constantly reinforce collaborative relationships. Collaboration requires establishing a non-blaming context for relationships. Children must be included in activities directly related to their education. School staff, parents and students possess previously untapped resources that can be pooled to support academic achievement and social development. When a student experiences academic or

social/emotional/behavioral problems; the student, teacher and parents work together to develop solutions to these problems. The district fully supports this collaborative effort through its leadership and policies.

SCHOOL LEVEL POLICY

In an effort to increase student achievement, the school and parents have created a School-Parent Compact describing the respective roles and responsibilities of the school, staff and parents. In addition, our Parents' Association and school adhere to the guidelines established by the New York City Department of Education's policy statement for Parents' Associations and the schools.

To encourage parent involvement, one of our school's objectives is to create a welcoming environment within the school. Upon entering the building, parents are made aware of the child-centered focus of our school through the many attractive bulletin boards and various displays of students' work. There is also a Parents' Association bulletin board in the school lobby where important information is posted. It is updated periodically. All parents and visitors to our school are officially greeted and welcomed by a courteous and knowledgeable office staff.

A main objective of our school is to provide opportunities for all parents to be included in their children's educational experiences. Parents are invited to attend special performances (i.e., assemblies, contests, fairs and multicultural events.) They are encouraged to review report cards and actively participate in regularly scheduled family-teacher conferences. If necessary, parents and teachers may arrange for additional individual conferences during the school day. All teachers make efforts to keep parents informed of their child's performance (areas of growth as well as areas of concern) and they strive to maintain open lines of communication. Translators and translated notices are provided whenever possible.

P.S. 254 also conducts various orientation meetings:

- An annual Parent Curriculum Day in the fall for all parents of students.
- Pre-Kindergarten and Kindergarten orientation both in the fall and late spring as well as introductory meetings and workshops for parents of students whose native language is other than English.
- The teachers present a brief overview of their programs to the entire group. Suggestions are made for activities the parents can implement at home.

Various workshops are conducted for the parents throughout the school year. The purpose of these workshops is to model teaching/learning techniques that the parents can use with their children at home. These workshops generally include:

- Family Reading
- Family Math
- Family Literacy
- Test practice strategies for the ELA, Math, Science
- Hands on Math and Science workshops for parents

P.S. 254 Family Literacy Program was initiated to enhance parents' critical role in their children's literacy development. This program features Parent Education and support workshops on the following topics:

- Early literacy for Pre-Kindergarten and Kindergarten
- Family literacy – Adult English and Computer Literacy
- Science, literacy and Social Studies
- Guidance sessions

Round table guidance sessions will be offered to assist parents with appropriate discipline and parenting skills. Furthermore, the counselor will identify support systems and supportive community based agencies to aid families with parenting and family problems.

The many cultural backgrounds of our families enrich the school experience for children, parents and staff. Parents of children who speak languages other than English are notified of their child’s entitlement to receive ESL services. All the notification and withdrawal/transfer options are available in the native language of the LEP parents. Interpreters and translations are provided for parents of English Language Learners. *Studio In A School* Arts program has provided the students with a chance to learn and be creative. Parents have been involved since the inception of the program, volunteering 4 days a week assisting the teacher and students. Parents are a voting constituency on our School wide Projects planning team. Parent representatives relay information at general and executive board meetings of the Parents’ Association. The Parents’ Association bulletin board is available to post minutes. School wide team members speak at Parents’ Association meetings. Parents are instrumental in conducting Needs Assessment Surveys of the parent body. The co-presidents of the Parents’ Association were consulted and signed-off on the planning proposal.

A school level Parent Advisory Committee has been functioning at P.S. 254 for several years. At least one parent volunteers to serve the district level committee. Parents have played a crucial role in the development and revisions of the School Leadership Committee and the School Parent Involvement Policy. The Parents’ Association of P.S. 254 is responsible for conducting various fundraisers throughout the school year. The main fundraisers are the candy sale in the fall, the taking of student pictures, and the plant sale for Mother’s Day. General Membership meetings of the Parents’ Association are held at various times throughout the school year. Votes are taken at these meetings to donate the profits from the fundraisers to the school for educational and instructional materials.

In addition to fundraisers and meetings, the Parents’ Association also acknowledges the teachers and staff for their hard work with a luncheon. In June a prom is held for all the graduating fifth graders and at the awards assembly, the Parents’ Association provides a breakfast for the entire fifth grade and their parents. Linda Alhonote, Principal and Gail Assante, Parent Association Co-President

Please Sign & Return

I have received and read the Parent Involvement Policy and Parent Compact.

Child’s Name (Please Print) Class

Parent’s Signature Date

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Compact

Public School 254, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.

School Responsibilities

Public School 254 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows through the Balanced Literacy Approach (read aloud, independent reading, guided reading, writing workshop, phonemic awareness), Everyday Math program, NYC Science curriculum and New York State Social Studies curriculum.
2. Hold parent-teacher conferences twice a year. Conferences will be held in November and March with evening and afternoon conferences.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: State assessments, Interim Assessments, Fountas and Pinnell assessments for grades K-5, report cards three times a year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during the school day according to the teacher’s schedule. Appointments should be pre-arranged with the classroom teacher for a mutually convenient time. The Parent Coordinator is always available to act as the liaison between the home and the school.
5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities. Parents can observe during Open School week in November. Special celebrations throughout the year.
6. Involve parents in the planning, review, and improvement of the school’s parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Ensure students are in attendance regularly and arriving to school on time.
- Making sure that homework is completed accurately.
- Monitoring amount and content of television watched.
- Monitor Internet usage.
- Volunteering in my child's school.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Attending parent teacher conferences and stay informed of my child's progress.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

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

Specifically, we will:

- Do homework every day and ask for help when needed.

- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT
DATE	DATE	DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive needs assessment of the entire school was conducted. The information from a variety of sources were gathered and analyzed by both parents and staff. The following is a list of resources and data that was used: teacher and parents school needs assessments; Learning Environment Survey; NYS Report Card; Progress Report; observations; discussions at faculty and grade conferences; assessment data collected by teachers (Fountas & Pinnell); standardized test scores. (See section *Needs Assessment*)

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

PS 254 is committed to providing opportunities for all children to meet the state proficiency and advanced levels of student academic achievement. We have a wide ethnic diversity and a high ELL and FELL population which requires us to continuously self-reflect and assess the appropriateness and effectiveness of our existing curriculum, including programs and materials, our professional development, and the appropriate deployment of staff.

Summative and formative assessment data informs our decision making. One of the school wide reform strategies has been to improve our whole school processes and procedures for collecting, collating, and using data. We have modified our assessment tools to best meet the needs of our students. Through professional development we are providing our staff with the skills to use, interpret, and share data to drive decision making. This is enabling administrators and teachers to differentiate instruction effectively at the school-wide level through the programs offered and at the classroom level.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

PS 254 provides a variety of opportunities that increase the amount of quality learning time. These include extended day instructional lessons where a low teacher/student ratio of 1:10 is standard; after school programs that provide intensive

support for identified students in literacy and math and test taking strategies. Summer programs also provide the opportunity for students who have not met State proficiency levels to have intensive instruction in order to meet requirements for promotion.

- Help provide an enriched and accelerated curriculum.

PS 254 is committed to providing a comprehensive curriculum that is aligned to state standards. We strongly believe that students have a diversity of learning styles and that there are different forms of intelligence, thus we strive to provide enrichment opportunities across the school that broaden the learning and educational experiences of our students. We have a part-time music teacher and a resident artist 2 days a week during the school day. In addition, the school has an ARTS grant that will fund an Afterschool Arts Program.

In addition to enrichment for all students, the school provides an accelerated curriculum for those students in both enrichment and our gifted classes. The curriculum is geared towards challenging and extending the students across the curriculum. Our school uses the Renzulli program which is an online program that provides activities in all subject areas, addressing students learning styles and abilities. In addition, selected 3rd, 4th and 5th grade classes participate in the First In Math software program which focuses on independent self-paced activities in computation and problem solving.

- Meet the educational needs of historically underserved populations. Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

At PS 254 we continually use data to review the progress of all of our students. To ensure we meet the needs of all students, we use data from a variety of sources to build a comprehensive view of each student. Based on this analysis, the school provides targeted academic intervention and enrichment to students both during and after school. In order to address the social/emotional needs of all our students at risk, counseling is available during the regular school day in addition to those students who are mandated for these services. As a school we are aware that there are certain sub-groups that have not performed as well as other sub-groups. Consequently, we closely monitor their on-going progress and participation in the appropriate programs to improve their learning and performance. The program has an abundance of resources and well-trained ESL teachers. In addition, we offer an intensive ESL After-school program that targets students in grades 3-5 in the areas of literacy and math. To meet the needs of our ELL population, we provide a rich ESL program during the day that utilizes pull-out/push-in model. We provide opportunities for professional development for all teachers. This takes place in our school and selected teachers attend workshops offered by the DOE that address the varied needs of our students.

- Our programs are consistent with and are designed to implement State and local improvement, if any.
- Last year our Afterschool Inquiry Team targeted ELLs, FELLs and struggling students, targeting the development of their reading comprehension with a focus on inferential thinking as determined by their performance on the ELA and NYSESLAT tests. We will continue to focus on our ELL and FELL students.

3. Instruction by highly qualified staff.

As per the 2009-2010 BEDS Survey, and CEP Profile, 100% of our staff is highly qualified, fully licensed and permanently assigned to our school. Instructional program assignments match staff member work and educational experiences as well as subject area certification.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The ability to deliver high quality professional development for all teachers, paraprofessionals, administrators, and other staff as well as parents is a direct influence on the quality of instruction and the progress PS 254's students make. Professional development is identified by staff and student needs based on the analysis of authentic data and teacher and parent input, the Professional Development Team and the School Leadership Team. Professional Development and support includes but is not limited to:

- a. On-going on-site professional development and in-class demonstrations in Literacy and Math by Literacy and Math Staff Developers, and Lead Teachers
- b. Differentiated Professional Development tailored to the meet the varied needs of our teachers
- c. Teacher Study Groups (ex. Early Childhood literacy, differentiated instruction, curriculum for ELL's)
- d. Inter-visitations (inter-class and inter-school)
- e. Faculty/grade conferences which include paraprofessionals
- f. Professional conferences/training workshops in our school, our CFN Network, and through outside agencies
- g. Multiple grade level common preps support professional development by providing opportunities for teachers to collaborate and share ideas

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Although we are not a high needs school, we make every effort to attract highly qualified teachers. In addition to using the NYCDOE Open Market as a recruiting method, we network both within and outside District schools, set up inter-visitations, and evaluate demonstration lessons for each potential candidate.

6. Strategies to increase parental involvement through means such as family literacy services.

At PS 254 we continue to encourage parent involvement in activities that inform them of academic expectations as well as other school activities. We do this through parent orientations to inform them about curriculum and grade expectations. We provide courses such as Adult English and Technology as well as parent workshops on preparing their children for the various state exams and how to promote family literacy and math at home. In addition, the Parent Coordinator works with the Parents Association and school to create a monthly school calendar of events. Parents are invited to attend special class and school celebrations and events, assembly programs, and class trips. The Parent Coordinator reaches out to parents via e-mail. We provide translations as needed at workshops, meetings, and Parent Teacher Conferences. In addition, we translate most written communications to parents. We have a website (P.S. 254.com) to keep parents informed of pertinent information pertaining to our school. This year all classes in grades K-5 will have class web pages

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

At PS 254 we firmly believe that effective early childhood education leads to academic success and social and emotional health. Parent outreach is essential. Our Parent Coordinator and family worker work in concert with the Administration, staff, and parents to create workshops and resource assistance for the varied needs of our multicultural population. In response to the needs of our community, we are presently in our fifth year of providing three (3) full time Pre-Kindergarten classes which emphasize language development, readiness skills, and social/emotional well-being. In addition, many workshops are offered to parents in order to prepare families for a smooth transition into our regular school program. Of particular note are: Pre-Kindergarten and Kindergarten orientation meetings in June prior to entering Kindergarten, as well as in the first week of school upon entering Kindergarten.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

In order to improve the achievement of every student and deliver targeted, standards based instruction, teachers meet regularly during grade conferences and Professional Development sessions to analyze data and plan instruction. New teachers participate in training sessions on the administration of assessment tools and data analysis. On-going training is provided for all teachers on standards based instruction and the interpretation of standardized test results (ex- proficiency rating, items skills analysis, etc.). We have an Afterschool Inquiry Team, comprised of three (3) teachers, one (1) AIS teacher, two (2) staff developers, one of which is the Data Specialist, Literacy Consultant, Assistant Principal and Principal. They share their findings, strategy work and results with the entire school community on a regular basis in order to encourage replication of best practice techniques. We have formed additional inquiry teams that will focus on topics and strategies that target the needs of specific groups of students. The findings and outcomes will be shared throughout the school.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The Academic Intervention Program at PS 254 is held during the day, extended day, and in after school programs. Students are identified through data analysis of city and state assessments. The members of our Academic Intervention Team meet regularly and articulate with classroom teachers to identify students in need. Long term and interim goals are created and programs are designed to meet the individual needs of the student. Documentation is maintained throughout and collaboration among providers and the classroom teacher occurs to share and evaluate information in an open forum. Every eight (8) weeks the cases are evaluated for effectiveness and adjustments are made as necessary. (See AIS in Appendix 1)

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

As a Title I school, we coordinate all Federal, state, and local programs to optimally benefit all of our students, staff and parents. All programs work in concert with each other to promote high academic achievement and social/emotional well-being. Through Title I funds we have been able to provide academic intervention and lower class size in the fourth grade. In addition, we are able to provide professional development delivered by our Literacy consultant and Math and Literacy staff developers. Early grade class size reduction funds were used to lower class size in Kindergarten. In addition we have an AIS and Reading Recovery teacher funded by Title 1 to offer AIS services to our students. Our Parent Involvement workshops are aimed at assisting parents with how to help their children in literacy, math and other content areas as well as enhance early literacy and math at home.

Title III funds make it possible to provide academic intervention after school for students in Grades 3-5. In addition, parental support through adult English and Technology classes, and workshops in ELA & Math and NYSESLAT are available for them to become knowledgeable and to be able to assist in their children's education.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ² Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ³ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$333,115	✓	13-17
Title I, Part A (ARRA)	Federal	✓			\$128,392	✓	13-17
Title II, Part A	Federal	✓			\$188,218	✓	13,14
Title III, Part A	Federal	✓			\$ 16,540	✓	16-17, 25
Title IV	Federal			✓	n/a		
IDEA	Federal			✓			
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

1. Use program resources to help participating children meet the State standards.
Our funds were used for classroom supplies, implementation of Renzulli, and for the Envisions Math Program for our Special Education class.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
Educational planning includes all students enrolled in our school.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. **Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities; in Grades 3-5 we give first priority to students with low performances on the NYS exams and Periodic Assessments. In grades K-2, we use Fountas and Pinnell Comprehension Toolkit, The Continuum of Learning and the Café Menu. All grades use teacher made assessments.**
 - b. **Help provide an accelerated, high –quality curriculum, including applied learning; and we have leveled classroom libraries and a Literacy Resource Room for all staff members to access for curriculum planning. Curriculum mapping takes place to ensure standards are addressed and met.**
 - c. **Minimize removing children from the regular classroom during regular school hours; we use the Push-In model to serve student who have Special Needs, ELL's and Academic Intervention services. We offer extended day classes that are specifically catered to students' individual needs based on formal and informal assessments as well as teacher judgment/observations.**
4. **Coordinate with and support the regular educational program is completed through articulation between Support Staff and classroom teachers.**
5. Provide instruction by highly qualified teachers please **see Part A of Appendix 4.**
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; are addressed through inter-visitations. **Teachers are able to request Professional Development Inter-visitations within/out of our school. Administration also arranges for inter-visitations based on formal observations.**
7. Provide strategies to increase parental involvement; and
We provide workshops for parents of ESL students. These workshops include a course on learning English as well as a US Citizenship Awareness class. We translate all letters and mailings in various languages for parents and guardians as well. Our Parent Coordinator communicates with parents via email, and parents now have access to the ARIS Parent Link as well as to our school and teacher classroom websites that are kept current.

8. Coordinate and integrate Federal, State and local services and programs. **All services and programs are followed to meet Chancellor's Regulations.**

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR⁴ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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.)
We do not have any students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
Our school Guidance Counselor keeps track of the number of students living in temporary housing. In addition, our school provides counseling, parent workshops, AIS during and after school as needed for all students.

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 254 Dag Hammarskjold					
District:	22	DBN:	22K254	School		332200010254

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded	v	
	2	v	6		10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	53	54	54		95.3	94.8	94.9
Kindergarten	76	80	103				
Grade 1	100	75	82	Student Stability - % of Enrollment:			
Grade 2	98	107	81	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	92	91	117		93.9	97.3	95.4
Grade 4	102	93	92				
Grade 5	84	97	92	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		63.5	74.1	74.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	2	3
Grade 12	0	0	0				
Ungraded	0	1	2	Recent Immigrants - Total Number:			
Total	605	598	623	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					14	15	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	11	11	10	Principal Suspensions	9	15	21
# in Collaborative Team Teaching (CTT) Classes	16	16	12	Superintendent Suspensions	1	4	4
Number all others	18	26	33				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	131	98	TBD	Number of Teachers	44	44	46
# ELLs with IEPs	0	19	TBD	Number of Administrators and Other Professionals	15	13	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	4	14

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	77.3	81.8	91.3
				% more than 5 years teaching anywhere	70.5	70.5	78.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	95.0	95.7
American Indian or Alaska Native	0.2	0.2	0.5	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	7.9	7.9	5.9				
Hispanic or Latino	10.1	10.4	9.8				
Asian or Native Hawaiian/Other Pacific	38.5	37.0	35.5				
White	43.1	43.5	48.3				
Male	46.4	49.0	50.2				
Female	53.6	51.0	49.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	59.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	33.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 605	District 22	School Number 254	School Name Dag Hammarskjold Sc
Principal Linda Alhonote		Assistant Principal Kerri Moser	
Coach Jean Hunt-Heller		Coach Lisa Davino	
Teacher/Subject Area Valerie Galpert/ESL		Guidance Counselor Henry Ahearn	
Teacher/Subject Area Sherry Goldberg/ESL		Parent Gail Assante	
Teacher/Subject Area type here		Parent Coordinator Karen Tam	
Related Service Provider Kerry Gelling		Other type here	
Network Leader Wendy Karp		Other type here	

B. Teacher Qualifications

Please 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 ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	629	Total Number of ELLs	113	ELLs as Share of Total Student Population (%)	17.97%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

All students who are new to the New York City Public School system receive the Home Language Survey in English and their native language, as available, upon registration. Parent interviews are conducted by licensed ESL teachers and/or staff members who speak the parents' native language. The HLIS is then reviewed by licensed and certified ESL teachers, who determine students' eligibility for the initial formal assessment (LAB-R). Eligibility for LAB-R testing is based on the review of the Home Language Identification Survey, the parent interview and the language spoken at home. All information distributed to parents of ELL/LEP students is translated into as many languages as possible. Of our 113 ELLs, 47 kindergarten students are being serviced based upon the Fall, 2010 LAB-R results. Of 66 students, in grades 1 through 5, 14 are at the Beginner level, 28 are at the Intermediate level, and 23 are at the Advanced level. Based on a review of the last three years breakdown of NYSESLAT results, the pattern in proficiency levels shows that listening and speaking modalities are acquired at a faster pace than reading and writing. These results dictate the specific instructional plan for each ELL.

Orientations for parents of newly enrolled ELL/LEP students is done at the beginning of each school year and as new ELLs are admitted throughout the school year. The orientation is conducted by the ESL Teachers, Parent Coordinator, Family Worker, Principal and Assistant Principal. Translators are also available in the majority of languages spoken by families of our students. During the meeting the three program choices available to parents are explained. Parents then view the DVD "The Parent Connection" in their native language which further explains the program choices. Parents are then given program selection forms in English and their native language, at which point they are asked to make a selection based on the information they have received. Since the majority of our parents have chosen a "Free Standing ESL Program," our program is aligned with what the parents have requested. Parents who are unable to attend the initial orientation are invited to attend alternate dates. With the help of the Parent Coordinator and a Family Worker all parents are contacted. Program selection forms are sent home to families who do not attend any orientation or meeting at school. Parents sign and return the program selection form indicating that they have been notified of their child's placement options. The original signed parent selection forms are kept in the students' cumulative record file, attached to the HLIS form. A copy of the signed parent selection form is kept on file in the ESL office.

After LAB-R is administered and analyzed by ESL personnel, parents receive Entitlement letters in English and in native languages (where available), informing them that their child has been placed in a pull-out/push in ESL program for the current school year, as per parent program selection. Parents of ELLs who have continued entitlement, are notified in writing that their child will continue to receive ESL services for the current school year. Parents of students who have reached proficiency as measured by LAB-R or NYSESLAT, receive written notification that their children will not be receiving ESL instruction.

Within our Free Standing ESL Program, beginning and intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL per week. Students receive instruction that complements the themes and curriculum of their current grade level. The instruction utilizes ESL strategies and methodologies to provide content area knowledge and academic vocabulary. Emphasis is placed on consistent improvement in listening, speaking, reading and writing skills. Based on R-LAB and NYSESLAT results, a data analysis is used to group students. All parents are notified whether in English or Native Language about their child's placement within the Freestanding ESL program and how much time each child is entitled to receive each week. Parents are welcome to call with any questions or concerns they may have in regard to the program.

For the past few years, an overwhelming majority of our incoming ELL parents have indicated their desire for a Freestanding ESL program (Out of 47 new admit Kindergarten students, 96% returned the program selection, 93% of parents selected the Freestanding ESL program, 4% the Dual Language program, and 2% the Transitional Bilingual program). Therefore, the program model offered at our school, the Freestanding ESL program, is definitely aligned with the parents' requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	26	0	0	0	0	0								26
Push-In	21	24	8	17	9	8								87
Total	47	24	8	17	9	8	0	0	0	0	0	0	0	113

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	101	Special Education	18
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	101	0	14	12	0	4	0	0	0	113
Total	101	0	14	12	0	4	0	0	0	113

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Yiddish	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Russian	0	0	0	0	0	0	0	0	0	-0	0	0							0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0							0	0
French	0	0	0	0	0	0	0	0	0	0	0	0							0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0							0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	6	0	2	1	1								15
Chinese	10	2	4	6	3	1								26
Russian	22	9	2	5	3	3								44
Bengali	0	0	0	0	0	0								0
Urdu	2	2	0	0	0	0								4
Arabic	4	2	1	2	0	3								12
Haitian	0	0	0	0	1	0								1
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	2	0	0								2
Albanian	0	0	0	0	0	0								0
Other	4	3	1	0	1	0								9
TOTAL	47	24	8	17	9	8	0	113						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Our school has one self-contained Kindergarten class. All other ELLs receive services through either push-in or pull-out program. Our self-contained ESL class travels together as a group. All other ESL students are grouped according to their proficiency level as per NYSESLAT and LAB-R.

Within our Free Standing ESL Program, beginning and intermediate students receive 360 minutes of ESL per week as per CR- Part 154. Advanced students receive 180 minutes of ESL per week. Students receive instruction that complements the themes and curriculum of their current grade level and incorporates the multi-cultural background of our students. The instruction utilizes ESL strategies and methodologies, including, TPR, alternate text sets, auditory discrimination, books on tape, pictures, realia, dictionaries, etc., to provide content area knowledge and academic vocabulary. Emphasis is placed on consistent improvement in listening, speaking, reading and writing skills. Based on LAB-R and NYSESLAT results, a data analysis is used to group students and differentiate instruction. Students who need additional support in reading and writing meet with the teachers in small groups to reinforce reading and writing strategies. Alternate text sets are utilized so that students receive grade level content on their reading level. Students who need additional support in listening and speaking

receive scaffolded instruction utilizing methodologies such as read alouds, think alouds, think pair share, etc.

To increase English language skills of beginners, intermediate and advanced students we:

- Use a balanced approach to literacy for individual and small group instruction based on specific needs.
- Increase knowledge of academic content-based vocabulary.
- Instruct children in a variety of genres, i.e., fiction, non fiction, poetry, tall tales, fables, etc.
- Use different resources and technology.
- Provide extended day academic programs.
- Provide AIS for students at risk.

There are no SIFE students in our school. However, a plan is in place should a SIFE student enroll in our school. SIFE students would receive individualized assessment to identify their precise needs and then receive individualized instruction to meet these needs. All SIFE students would be invited to attend after school Title III programs and would be identified for support from our AIS team.

ELLs in US schools less than three years (newcomers) are placed into a class with another child who speaks the same language, whenever possible. Translators are used when possible and every effort is made to insure a smooth transition into the new school system both socially and academically. These students are grouped by abilities for small group ESL instruction. Basic survival English is taught. A focus is placed on phonics and basic reading/writing skills. Bilingual dictionaries are available to support student comprehension.

Students, who have been in the ESL program for 4-6 years, receive extension of services, are given additional content area instruction. They are invited to attend after school Title III programs and are identified for support from our AIS team. The instructional focus for these students is reading comprehension and writing skills.

Our Special Education ELLs receive their mandated ESL services in accordance with their IEPs, via a pullout program. ESL instruction is provided in small groups with mainstream students. Paraprofessionals accompany their assigned students to ESL. Instruction is differentiated based on their needs, abilities and IEPs. Special Education ELLs are invited to attend Title III after school programs that are taught by a licensed Special Education teacher. As appropriate, Special Education students are identified for support from our AIS team.

Prior to Special Education placement, all at risk ELLs receive additional targeted intervention based on their individual needs. Depending upon need, AIS providers match leveled and specific programs geared toward the child reaching his/her particular goal. All steps in Tier I intervention are explored and exhausted before out of classroom personnel is called upon for assistance. The AIS provider, ESL teacher and the classroom teacher are involved in an ongoing collaboration and work as a team in search of academic success for our ELL children. Programs listed below are utilized during this process:

- Great Leaps Reading and Math
- Foundations
- Lexia QRT – Lexia Primary and Early Reading Programs
- Math Steps
- Rosetta Stone
- Soar to Success
- Wilson
- ELL on line programs

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

All ELLs receive rigorous grade level content area instruction. Our ESL program incorporates a wide variety of instructional age and grade level appropriate materials to support the learning of ELLs. To meet the standards in math, we utilize the "Every Day Math" program (in grades Kindergarten and One) and "enVision Math" (in grades 2-5). Within these programs our students have access to hands on manipulatives, books and are exposed to targeted math vocabulary. During the literacy block the students are instructed using content area resources based on their proficiency levels. Individual instruction and small group instruction is provided during this time. To meet the standards in ELA, our school has invested in the "On Our Way to English" program, which is in alignment with ESL standards and helps to prepare our students for academic success. This program includes a writing model, big books, charts, leveled guided reading books, phonics chart with tapes, as well as test preparation materials. All grades utilize a variety of key teacher resources to support teaching and learning. These include: Best Practices in Reading which pairs fiction and non fiction topics, The Comprehension Toolkit, Making Meaning, Strategies that Work and the CAFÉ Book. For social studies we use "Strategies for Content Area Reading" as well as Time for Kids: Exploring Nonfiction Reading in Content Area Kits.

In order to maximize English language acquisition for ELLs, classroom teachers and ESL staff work cooperatively to plan instruction to meet student needs during a common weekly preparation period. In addition, general education teachers are trained in ESL strategies and methodologies during Professional Development sessions. These sessions highlight specific issues and concerns that pertain to ESL students. As a school community, we strive to assist and support our students to achieve a high English proficiency level and to meet or exceed New York State and New York City Standards.

Our Former ELLs are serviced by our ESL and AIS providers for two years after achieving proficiency. These students continue to receive small group, pull out instruction to further support their reading comprehension and writing skills. They also receive testing modifications as per New York State Regulations.

We're fortunate to be able to keep our existing Title III Afterschool program. Our Title III Adult English/Technology program has been reduced due to budgetary limitations from 10 classes to 8 classes.

All ELL students are provided with every opportunity to grow academically and participate in all school programs albeit academics, enrichment, sports and/or the arts.

Technology is incorporated into instruction for all students, including ELLs. We utilize Rosetta Stone, Starfall.com, and other online ESL websites.

All services and resources are age and grade appropriate.

Each spring, we have an open house for parents of all incoming Kindergarten students, including potential ELLs. The Principal, Assistant Principal, Parent Coordinator, and translators greet the parents, explain the programs at the school (including ESL) and expectations for all students. Parents are given a tour of the school and an opportunity to meet the teachers.

Each spring, we identify students in Pre-K who are potential ELLs for the following school year. These parents receive additional information about ESL programs during the spring open house and registration.

Currently there are no language electives offered to any students at PS 254.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

As mandated by Jose P., we provide professional development to the whole school staff, including teachers, paraprofessionals, administration, SBST members, etc. We utilize our ESL Coordinator and our ESL Specialist from our network to provide the mandatory 7.5 hours of ESL training to all staff. These workshops are part of our overall program of staff development that is delivered during faculty conferences, grade conferences, before/after school sessions and on the Chancellor's Professional Development Days. Attendance records are recorded and logged. Our Principal and Assistant Principal participate in the Academic Language for ELLs Study Group sponsored by our network and held monthly.

In addition to Professional Development provided by our Title III teachers, we will provide Professional Development for our general and special education teachers highlighting ESL strategies and methodologies in content areas.

All workshops will be conducted by Certified ESL staff.

The projected workshop topics are:

- v ESL Standards and Approaches to ESL Instruction - September
- v Levels of English Literacy development and language analysis - monthly beginning in October
- v Test Taking Strategies (targeting vocabulary and test taking strategies for ESL students, assessing data) - Election Day and monthly
- v Developing Reading and Writing Proficiency - January - March
- v Model lessons – co-teaching (push in) with teachers who have ELLs in their classes - ongoing
- v ELL Mathematics for Elementary grades - March

Our SBST and teachers receive support from our Network Youth Development Specialist and our ELL Specialist so that they can assist our ELLs as they transition from elementary to middle school. Our Guidance Counselor, Parent Coordinator, Family Worker, ESL teachers and classroom teachers assist families in understanding the application process from one school level to another. Information is given about Open Houses and admission exams. Information is provided in English and the parents' native languages.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

All parents are welcome members of the PS 254 school community. We have an active Parent Teacher Association that is involved in many fundraising activities for our school, including the Book Fair, Holiday Boutiques, Mother's Day Plant Sale, etc. Our Parent Coordinator has ongoing workshops for parents. Translators are available at all school activities. Parents are members of our School Leadership Team. We also have many parent volunteers who assist our Arts Program. We also have parent volunteers who translate during Open School and during Registration.

As per Title III budget, we offer orientation sessions and workshops which are ongoing throughout the school year. We have scheduled parent workshops in the evenings, facilitated by (2) certified ESL teachers and content area specialists, in order to help parents become more knowledgeable about testing. They will learn which tests their children will have to take and how best to help them. NYSESLAT /Literacy workshops will be held prior to the Spring NYSESLAT test. In addition, we will offer (12) adult ESL classes for parents, four of which will focus on technology. These classes will be held once a week and last for (2) hours each session. There will also be a math workshop for parents prior to the state math test. Translators are available at all parent activities.

We distribute at least two Parent Needs Assessment Surveys per year by our Parent Coordinator and our ESL staff. After reviewing the surveys, we determine the parents' needs and plan our workshops accordingly. Based on the results of the surveys, we provide our parents with written translations of all school notices and at all school events. We have created a translation team, consisting of staff members, a family worker, parent coordinator and parents. We have also installed translation keyboards in our computers. The topics of our parent workshops, listed above, are also based on the survey results.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	6	2	3	1	3								21
Intermediate(I)	12	12	2	8	3	3								40
Advanced (A)	29	6	4	6	5	2								52
Total	47	24	8	17	9	8	0	0	0	0	0	0	0	113

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	1	2	1	2	0							
	I	7	2	0	0	1	0							
	A	6	5	5	1	1	6							
	P	13	8	16	14	6	8							
READING/ WRITING	B	3	1	2	1	1	1							
	I	6	2	8	3	4	3							
	A	6	1	8	4	2	8							
	P	13	12	5	8	3	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	4	5	2	14
4	1	4	1	0	6
5	2	10	2	0	14
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	1	1	6	0	7	0	16
4	0	0	1	2	2	1	2	1	9
5	2	0	2	0	7	0	3	0	14
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	2	2	2	2	0	9
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed		0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	0	0	0	12	0	1	0	14
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

To assess early literacy skills of our ELLs, the Fountas and Pinnell Benchmark Assessment Tool Kit and Primary Literacy Assessment are used to analyze the individual student's ability in Decoding, Reading Comprehension, Writing and Fluency. We also utilize running records, classroom observations, written work, interim assessments, results of LAB-R and NYSESLAT, and in class grade level assessments to assess early literacy skills. The data is analyzed and the results of these assessments help inform our school's instructional plan. Data shows that our ELLs need additional support in vocabulary development in the content areas. As a result, we are focusing on this skill during ESL instruction as well as during our Title III after school program. Our school inquiry team is focusing on vocabulary development and reading/writing strategies for our current and former ELLs.

Based on a review of the last three years breakdown of NYSESLAT results, the pattern in proficiency levels shows that listening and speaking modalities are acquired at a faster pace than reading and writing across all grades K-5. These results dictate the specific instructional plan for each ELL. We have a schoolwide focus on vocabulary development, reading and writing strategies for our current ELLs and former ELLs.

The majority of our ELLs and FELLs who took the City and State tests have shown academic growth. Students who are still dominant in their native language are offered the tests in translated versions, when available, as well as bilingual glossaries. The data shows that the

The success of our ESL program is measured by the NYS test results including ELA, math, science and NYSESLAT. The results for 2010 NYSESLAT show that 32 1st - 4th grade students achieved English proficiency. Data is unavailable for last year's 5th grade students who are now 6th grade students in other schools. The listening/speaking modalities are acquired faster than reading and writing as evidenced by the modality analysis of the 2010 NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		