



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ DAG HAMMARSKJOLD SCHOOL _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 22K254 _____

PRINCIPAL: _____ LINDA ALHONOTE _____ **EMAIL:** _____ LALHONO@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ LINDA WAITE _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Linda Alhonote	*Principal or Designee	
Eva Dilfanian	*UFT Chapter Leader or Designee	
Gail Assante	*PA/PTA President or Designated Co-President	
	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	
Jennifer Cirrincione	Member/Parent	
Gayle Horio	Member/Parent	
Andrey Laguerre	Member/Parent	
Kelly Abt	Member/Parent	
Corey Weinstein	Member/Parent	
Jane Lam	Member/Parent	
Ruby Phan	Member/Parent	
Kerri Moser	Member/Assistant Principal	
Christina Cingari	Member/Paraprofessional	

Pauline Petrick	Member/Teacher	
Patricia Comer	Member/Teacher	
Dawn Cannava	Member/Teacher	
Kerry Gelling	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be a 3% increase in students making at least one year's progress in ELA as demonstrated by student assessment results.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based upon the data that was analyzed and a review of school assessments and Progress Reports for the last 3 years (2008-2009, 2009-2010, 2010-2011) and after consultation with the School Leadership Team, it was agreed that there is a need to increase the percentage of students, including SWD and ELL groups, making at least one year's progress in ELA.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

Professional Development

PD will be given on the following topics: analyzing student work and data to set student goals and plan differentiated instruction, Common Core State Standards and the development of aligned units of study, creation and use of rubrics with the language of CCSS to provide specific feedback to students regarding their work, enhancing academic vocabulary. Administration will conduct walk throughs and observations resulting in actionable feedback to teachers.

Targeted population: Teachers, paraprofessionals, students

Responsible staff members: Administration, Staff Developers (in school and Network provided), AIS Team Leader, Data Specialist

Implementation: September 2011 – May 2012

Activity #2

Use of Data:

1. Teams of teachers will meet to analyze data and create units of study that are aligned to CCSS: (Also included – lesson plans and rubrics).
2. Teachers will meet during Collaborative Inquiry Meetings to evaluate and assess student work and plan next steps.
3. Goals will be set with students to meet individual needs.

4. Instructional reading levels collected and analyzed in November, January, March and May.
5. Writing samples will be collected and reviewed monthly by administration. Feedback will be given to teachers.
6. Analysis of periodic assessment to plan targeted instruction that is aligned Common Core State Standards.

Targeted population: Teachers, paraprofessionals, students

Responsible staff members: Administration, Staff Developers, AIS Team Leader, Data Specialist

Implementation: September 2011 – May 2012

Activity #3

Instruction Practices:

- Data analysis will be a crucial component of our balanced literacy approach to literacy instruction.
- Teachers will work on collaboration to create units of study that include lesson plans and rubrics that are aligned to CCSS and analyze student work to plan for next steps.
- Teachers will develop rubrics to use with students to clarify expectations.
- Students will utilize rubrics and engage in rigorous units of study in both reading and writing.
- Renzulli reading and writing programs will be implemented in 1st -5th grade classes.
- Staff developers and AIS providers will be given additional targeted support to students.
- Afterschool programs will be varied for students' needs and based on available funding.

Targeted population: Teachers, paraprofessionals, students

Responsible staff members: Administration, Staff Developers, AIS Team Leader, Data Specialist

Implementation: September 2011 – May 2012

Steps for involving teachers in the decision-making process:

- Teacher Teams will meet to review student data gathered from student work and periodic assessments.
- Teacher Teams will analyze the effectiveness of activities/strategies and develop lessons as well as Units of Study that are aligned with Common Core State Standards. They will determine what additional differentiated instruction is needed.
- Periodic Assessment Dates: November 2011, January 2012, March 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Teaching staff (specifically content area specialists) will design information sessions on ELA for parents, i.e. curriculum nights
 - Materials and resources
 - Parent coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions
 - Parent Coordinator will send out mass emails to keep parents informed. Information is translated as needed to help parents of ELL students to understand the children's needs.
 - The school will create and distribute a parent handbook. (Translations will be available.)
 - Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our teachers are highly qualified, however in order to maintain our standards and commitment to high quality teaching the following is provided:

- Mentors and Staff Developers are assigned to new teachers and teachers who are new to the grade.
- All teachers engage in professional goal setting and professional development.
- Differentiated professional development is provided based individual teacher needs.
- Multiple common preparation periods are scheduled for teachers to meet. Topics include: work on aligning CCSS to Units of Study, instructional practices, lesson planning, analyzing student work and data, etc.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- PS 254 continues to support 3 full day Pre-Kindergartens in order to work on developing oral language ability and emergent literacy skills that all students need in order to insure a successful transition into the elementary school grades.
- We will engage students in Common Core State Standards aligned units of study that work in conjunction with a rigorous balanced literacy approach to delivering Instruction.
- Reso A funds will be used to purchase computers and add new technologies in order to further enhance our students' abilities to become 21st century learners.
- Academic afterschool programs will provide support for students in ELA instruction in grades 3-5. Specifically, the focus will be on strengthening reading comprehension (primarily using informational texts) and writing strategies/tasks and activities that align with CCSS. Writing strategies will emphasize expressing viewpoints and arguments in well thought out responses.
- A CASA grant will support our efforts to integrate and further develop and strengthen literacy through the arts.
- Our school Wellness Council meets regularly to discuss how to incorporate a healthy life style which includes good nutrition and exercise into our daily school routines and its impact on student achievement. The Wellness Council provides an opportunity for students to engage in authentic nonfiction reading and writing activities such as informational research projects and persuasive writing pieces.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Supervisor (Title I, Tax Levy, Fair Student Funding)
- Teachers (Tax Levy, Fair Student Funding, Title I, SWP)
- Professional instructional materials to support curriculum development during the regular school day (Tax Levy, Fair Student Funding)

- Consumable instructional materials for use during extended day programs (Tax Levy, Fair Student Funding, Title 1 SWP)
- Supervisor per session (Title I, SWP, Tax Levy, Fair Student Funding, Title III LEP)
- Teacher per session for after school programs and differentiated professional development (Tax Levy, Fair Student Funding, Title III LEP)
- Staff Developers (Title I SWP, Tax Levy, Fair Student Funding)

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 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, Uptown Education, instructional practices, Class/Student Projects, and communication among staff, Administration and parents. We will monitor progress monthly and at the completion of projects. During Professional Development meetings we will analyze progress and share feedback.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based upon the school data that was analyzed and the requirements of the CCSS as well as the ISTE Technology Standards and after consultation with the SLT, School Leadership Team, it was agreed that there is a need to increase the use of Technology, both in instruction and for schoolwide use.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1:

Professional Development:

Differentiated Professional Development will be given on the following topics: ARIS, Acuity, SESIS, Google Docs, Renzulli Learning, Uptown Education and Reward Reading online. Additional Professional Development will be provided on the integration of Technology (ex. Smartboard, Promethean Board, Elmos, etc.) in all areas of instruction. Students will be engaged in the use of 21st Century multimedia tools to create and produce differentiated projects throughout the content areas.

Target Population: Teachers, students

Responsible Staff Members: Assistant Principal, 2 Technology Instructional Specialists, Staff Developers, Data Specialist

Implementation: September 2011 – May 2012

Activity #2:Use of Data:

- The implementation and use of our online school created Math Tracking Program will enable teachers to analyze student data and monitor progress for the use of developing differentiated math instruction.
- Teachers will use NYC DOE accountability tools: ARIS and Periodic Assessment Information as well as school databases to analyze and plan differentiated instruction.

Target Population: Teachers, students

Responsible Staff Members: Administration, 2 Technology Instructional Specialists, Teachers, Staff Developers and Data Specialist

Implementation: September 2011 – May 2012

Activity #3:Instruction:

- In line with CCSS, teachers will deliver instruction in all content areas through the use of 21st Century tools such as Smartboards, Promethean Boards, Elmos, etc.
- Students will be engaged in rigorous tasks/activities that require the use of technology and creation of collaborative multimedia projects.
- Teachers and students will collaborate on creating and maintaining current class web pages that include samples of student work, student resources and information.

Target Population: Teachers, students

Responsible Staff Members: Administration, 2 Technology Instructional Specialists, Teachers, Staff Developers

Implementation: September 2011 – May 2012

Steps for including teachers in the decision-making process:

- Teacher Teams will analyze the effectiveness of technology tools used in the student activities and instructional practices being used in CCSS Units of Study.
- Teacher Teams will determine what additional technology supports are needed to enhance instructional practices and student outcomes.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Teaching staff - specifically Technology Specialists will design information sessions for parents: Technology Workshops, Renzulli Learning, etc.
- Parent Coordinator will send out mass emails including translations, to keep parents informed
- Parents will be trained on how to use ARIS Parent Link.
- Parents will have access to : class web pages that provide parent and student resources; electronic portfolios of their child's work on Renzulli

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our teachers are highly qualified, however in order to maintain our standards and commitment to high quality teaching the following is provided:

- Mentors and Staff Developers are assigned to new teachers and teachers who are new to the grade.
- All teachers engage in professional goal setting and professional development.
- Differentiated professional development is provided based individual teacher needs.
- Multiple common preparation periods are scheduled for teachers to meet. Topics include instructional practices, integration of Technology in content area subjects, lesson planning, analyzing student work and data, etc.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- We will engage students in Common Core State Standards aligned Units of Study that work in conjunction with a rigorous balanced literacy approach and integration of Technology when delivering instruction.
- RESO A funds will be used to purchase computers and add new technologies in order to further enhance our students' abilities to become 21st century learners.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Supervisor (Title I, Tax Levy, Fair Student Funding)
- Teachers (Tax Levy, Fair Student Funding, Title I, SWP)
- Professional instructional materials to support curriculum development during the regular school day (Tax Levy, Fair Student Funding)
- Consumable instructional materials for use during extended day programs (Tax Levy, Fair Student Funding, Title 1 SWP)
- Supervisor per session (Title I, SWP, Tax Levy, Fair Student Funding, Title III LEP)
- Teacher per session for after school programs and differentiated professional development (Tax Levy, Fair Student Funding, Title III LEP)
- Math and literacy staff developers (Title I SWP, Tax Levy, Fair Student Funding)
- Technology Equipment (Tax Levy NYSTL hardware)
- Technology Software (Tax Levy NYSTL software)
- Additional Technology Equipment (RESO A funding)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be an increase of 2% of ELLs moving to the next level as demonstrated by reading and writing assessments.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After conducting a 3 year trend analysis of ELL ELA, NYSESLAT and Progress Report data, it was determined that ELLs have not made the same progress as native English speakers. As a result, we have made progress for our ELL subgroup a priority this year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1:

Professional Development:

Professional Development will be on the following topics: using data to differentiate instructional approaches, developing thematic Units of Study that include scaffolded performance tasks for ELLs that are aligned to the CCSS, curriculum mapping, ELL strategies for developing academic vocabulary, incorporating alternate text sets into instructional planning.

Targeted Population: Classroom Teachers and Service Providers

Responsible Staff Members: Administration, Staff Developers (in school and Network provided), ESL Specialists

Implementation: September 2011- May 2012

Activity #2:

Use of Data:

1. Teams of teachers will meet to analyze data and create units of study that are aligned to the CCSS, with a focus on incorporating ELL strategies in instruction.
2. Teachers will meet during Collaborative Inquiry Meetings to evaluate and assess student work and plan next steps.
3. Instructional reading levels collected and reviewed in November, January, March and May.
4. Writing samples will be collected and analyzed for evidence of academic vocabulary monthly by administration. Feedback will be given to teachers.
5. Review of vocabulary notebooks by administration and teacher teams. Feedback will be given to plan next steps.

Targeted population: Teachers and paraprofessionals

Responsible Staff Members: Administration, Staff Developers, Data Specialist, AIS Team Leader, ESL Specialists

Implementation: September 2011 – May 2012

Activity #3:

Instructional Practices

- Data analysis will be used for forming differentiated, instructional groups.
- Teacher teams will create Units of Study that are aligned to the CCSS and focus on academic language and word play.
- Units of Study will include performance tasks with scaffolds for ELLs.
- All students will independently complete rigorous, CCSS aligned, end of unit performance assessments.
- All students will engage in non fiction reading and writing in the content areas of ELA, math, science and social studies.
- All students will maintain individualized vocabulary notebooks that include academic language and phraseology.
- All ELL students in grades 3-5 will be invited to attend the after school Title III program.

Targeted Population: Teachers, paraprofessionals, students

Responsible Staff Members: Administration, Staff Developers, AIS Team Leader, Data Specialist, ESL Specialists

Implementation: September 2011 – May 2012

Steps for including teachers in the decision-making process:

- Teachers will meet in teams to review student data gathered from ELL student work and formative assessments.
- Teacher Teams will analyze the effectiveness of the activities/strategies and develop lessons as well as thematic Units of Study that are aligned to Common Core State Standards. Their focus will be on academic vocabulary and literacy skills specific to ELL needs. They will determine what additional differentiated instruction and ESL supports are needed.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Teaching staff, specifically ESL Specialists and Staff Developers, will design information sessions and workshops for parents, i.e., curriculum nights
- Workshop materials will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- Parent Coordinator and other staff members will attend regularly scheduled parent meetings to share information and respond to parent questions.
- Parents of ELLs will be invited to attend parent evening workshops, i.e., technology, curriculum nights, English Language classes for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Our teachers are highly qualified, however in order to maintain our standards and commitment to high quality teaching the following is provided:

- Mentors and Staff Developers are assigned to new teachers and teachers who are new to the grade

- All teachers engage in professional goal setting and professional development
- Differentiated professional development is provided based individual teacher needs.
- Multiple common preparation periods are scheduled for teachers to meet. Topics include instructional practices, integration of technology in content area subjects, lesson planning, analyzing student work and data, developing academic language, etc.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- PS 254 continues to support 3 full day Pre-Kindergartens in order to work on developing oral language ability and emergent literacy skills that all students need in order to insure a successful transition into the elementary school grades.
- We will engage students in Common Core State Standards aligned units of study that work in conjunction with a rigorous balanced literacy approach to delivering Instruction.
- Reso A funds will be used to purchase computers and add new technologies in order to further enhance our students' abilities to become 21st century learners. There will be a focus on using these resources to develop and enhance English language arts skills.
- Academic Title III afterschool programs will provide support for ELL students in ELA and math instruction in grades 3-5. Specifically, the focus will be on strengthening reading comprehension (primarily using informational texts) and writing strategies/tasks and activities that align with CCSS. Writing strategies will emphasize expressing viewpoints and arguments in well thought out responses. There will be special attention to academic vocabulary as well as phraseology.
- A CASA grant will support our efforts to integrate and further develop and strengthen literacy through the arts.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III Funds and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Supervisor (Title I, Tax Levy, Fair Student Funding)
- Teachers (Tax Levy, Fair Student Funding, Title I, SWP)
- Professional instructional materials to support curriculum development (Title III LEP, Tax Levy, Fair Student Funding)
- Consumable instructional materials for use during extended day programs (Tax Levy, Fair Student Funding, Title I SWP, Title III LEP)
- Supervisor per session (Title I, SWP, Tax Levy, Fair Student Funding, Title III LEP)
- Teacher per session for after school programs and differentiated professional development (Tax Levy, Fair Student Funding, Title III LEP)
- Math and literacy staff developers (Title I SWP, Tax Levy, Fair Student Funding)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	10	N/A	N/A	2	N/A	N/A	PT-0 OT-1 SP-3
1	15	10	N/A	N/A	1	N/A	N/A	0-2-6
2	15	8	N/A	N/A	2	N/A	N/A	2-3-6
3	13	12	N/A	N/A	2	N/A	N/A	1-2-2
4	22	13	5	1	6	N/A	N/A	1-6-13
5	11	8	1	2	6	1	N/A	0-3-3
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA: Foundations, Wilson Reading System, Great Leaps, Lexia, Soar to Success, CAFÉ, Kaplan Review, and various consumable skills books.</p>	<p>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 afterschool 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 on-going basis. The results are analyzed to monitor student progress and plan instruction.</p>
<p>Mathematics: Everyday Math, Envisions, Great Leaps Math, Math Steps, Kaplan Review, and various consumable skills books.</p>	<p>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 afterschool. All services are conducted in small groups in order to provide comprehensive instruction. Assessments are conducted both formally and informally on an on-going basis. The results are analyzed to monitor student progress and plan instruction.</p>
<p>Science: Various skills books and materials.</p>	<p>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 1 intervention.</p>
<p>Social Studies: Various skills books and materials.</p>	<p>Services are provided using reading strategies within the content areas when working with at-risk students.</p>
<p>At-risk Services provided by the Guidance Counselor: Counseling</p>	<p>This service is provided during the school day in a 1:1 setting or in small groups.</p>

<p>At-risk Services provided by the School Psychologist: Evaluations</p>	<p>This service is provided during the school day in a 1:1 setting or in small groups. This service is currently available 2 days a week.</p>
<p>At-risk Services provided by the Social Worker: Counseling</p>	<p>This service is provided during the school day in a 1:1 setting or in small groups. This service is currently available 2 days a week.</p>
<p>At-risk Health-related Services: OT, PT, Speech</p>	<p>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.</p>

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

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 senior activities include a prom and a trip to Medieval Times for the graduating fifth graders. is held for all the graduating fifth graders. 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.
- Follow school rules in regards to safety, including during dismissals and arrivals.

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Wendy Karp	District 22	Borough Brooklyn	School Number 254
School Name The Dag Hammarskjold School			

B. Language Allocation Policy Team Composition [?](#)

Principal Linda Alhonote	Assistant Principal Kerri Moser
Coach Lisa Davino (Literacy)	Coach Jean Hunt-Heller (Math)
ESL Teacher Valerie Galpert	Guidance Counselor Henry Ahearn
Teacher/Subject Area Sherry Goldber/ESL	Parent Gail Assante
Teacher/Subject Area type here	Parent Coordinator Karen Tam
Related Service Provider Kerry Gelling	Other Sheila Singer
Network Leader type here	Other type here

C. 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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	646	Total Number of ELLs	121	ELLs as share of total student population (%)	18.73%
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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. 

1. 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 (Mrs. V. Galpert and/or Mrs. S. Goldberg-ESL teachers) / 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. The results on the NYSESLAT are used to determine the specific instructional plan for each ELL student. We have a schoolwide focus on academic vocabulary development, reading comprehension and writing strategies.

2. --Orientation for parents of newly enrolled ELLs is done at the beginning of each school year (within 10 days of admission), and as new ELLs are admitted throughout the year.

--Orientation is conducted by the ESL teachers, Parent Coordinator, Family Worker, Principal, and Assistant Principal.

-- The three program choices are explained and the parents view the DVD "The Parent Connection" in their native languages.

-- Questions are answered by staff with the assistance of translators when needed.

-- Parents are given the Parent Survey and Program Selection forms in English and their native languages and asked to make a selection based on the information they have received.

-- Parents who were not able to attend all scheduled orientation meetings, are contacted by the Parent Coordinator and Family Worker in order to schedule individual meetings at which the programs are explained and the parents make their program selection.

3. --After LAB-R is administered and analyzed, all parents receive Entitlement letters in English and in native languages, informing them that their child has been placed in a self-contained, pull-out/push in program.

-- Parents of ELLs with continued entitlement (based on the NYSESLAT results) are notified in writing that their child will continue to receive ESL services for the current school year. Parents sign and return the bottom part of the letter indicating that they have been notified of their child's continuous entitlement. The returned tear-off is attached to the copy of the letter and kept on file in the ESL office.

-- Parents of ELLs who have reached proficiency as measured by LAB-R or NYSESLAT, receive non-entitlement letters.

4. Within our Freestanding ESL Program, beginning and intermediate students receive 360 minutes of ESL per week. Advanced students receive 180 minutes 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 LAB-R and NYSESLAT results, a data analysis is used to group students. Parents are informed about their child's placement and they're welcome to call or meet with the ESL providers with any questions or concerns they may have in regard to the program.

5. For the past few years, an overwhelming majority of our incoming ELL parents have indicated their desire for a Freestanding ESL program. Out of 40 new admit Kindergarten students, 100% returned the program selection, 98% of parents selected the Freestanding ESL program, 1% the Dual Language program, and 1% the Transitional Bilingual program).

6. 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*

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
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	1	0	0	0	0	0								1
Push-In	1	3	1	0	0	0								5
Total	2	3	1	0	0	0	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1219	Newcomers (ELLs receiving service 0-3 years)	107	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	14	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. [i](#)

	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	107	0	6	14	0	8	0	0	0	121
Total	107	0	6	14	0	8	0	0	0	121

ELLs by Subgroups										
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	Total	
Number of ELLs in a TBE program who are in alternate placement:										

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
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	
	EL	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	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	1	5	5	1	2	1								15
Chinese	11	7	2	5	5	0								30
Russian	22	13	6	2	4	4								51
Bengali	0	0	0	0	0	0								0
Urdu	0	0	2	0	0	0								2
Arabic	4	3	1	2	1	0								11
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	2	0								2
Albanian	0	0	0	0	0	0								0
Other	2	5	0	2	0	1								10
TOTAL	40	33	16	12	14	6	0	0	0	0	0	0	0	121

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

- 1a. -- Within our Freestanding ESL Program instruction is provided by push-in, pull-out and self-contained classes for grades K-5.
-- Advanced students receive 180 minutes of ESL per week, beginning and intermediate students receive 360 minutes per week as per CR-Part 154. Students in the ESL program are grouped according to ability across grade levels. Newcomer ELLs receive targeted instruction to meet their needs. ELLs in grades 1 and 2 are serviced both by our push in and our pull out model. Push in services are provided during ELA and Math blocks. Our Grades K, 3, 4 and 5 ESL students receive ESL instruction in a pull out model. Instruction is aligned to classroom themes in ELA, math, science and social studies.
- 1b. Our program models include include both heterogenous and homogenous grouping. Our newcomer ELLs are homogeniously grouped. All other students are in flexible groups that are adjusted throughout the school year, based on data, to meet the students' needs.
2. --Based on LAB-R and NYSESLAT results, data analysis is used to group students.
3. -- Ongoing collaboration with classroom teachers on grade standards and rubrics that are alligned with each grade curriculum.
--Students receive instruction in English that complements the themes and curriculum of their current grade level and incorporates the multi-cultural background of the students.
-- The instruction utilizes ESL strategies and methodologies (analyzing juicy sentences to build comprehension, explicit grammatical instruction in speaking and writing, TPR, alternate text sets, auditory discrimination, books on tapes, pictures, realia, dictionaries, glossaries), to increase targeted academic vocabulary in content areas.
4. Native Spanish speaking ELLs are given the Spanish LAB-R to determine their profeciency in Spanish. Spanish speaking pedagogues administer the Spanish LAB. Test accomodations are provided for all ELL students as per State regulations, including translated versions, bilingual dictionaries and/or glossaries, extended time, etc. In addition, former ELLs continue to receive test accommodations for two additional years, as per State Regulations.
5. a. There are no SIFE students in our school. However, we do have a plan in place, in the event that we may have a SIFE student in the future. The student would receive AIS services and would be invited to attend our extended day program. They would also receive small group instruction that would utilize item analysis to target their individual needs.
b.-- ELLs in US schools less than three years (newcomers) are placed into a class with another child who speaks the same language, whenever 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. Focus is also placed on phonics and basic writing/ reading skills. Bilingual dictionaries are used to support students comprehension.
--Students within each ELL subgroup are grouped according to their speaking, listening, reading and writing levels as per LAB-R and NYSESLAT scores, collaboration with classroom teacher levels and based on Fountas and Pinnell scores.
-- Additional support for listening and speaking provided by scaffolded instruction utilizing methodologies such as read alouds, think

A. Programming and Scheduling Information

alouds, think, pair, share, etc.

-- A newcomer group meets during extended day program to further instruction in language skills.

c. Students who have been in the program for 4-6 years, receive extension of services, and are given additional content area instruction. They are invited to attend our after school Title III program and are identified for support from our AIS team. The instructional focus is on improving comprehension and writing skills. Students receive additional instruction in academic vocabulary using various materials including Best Practices in Reading, alternate text sets and Strategies for Content Area Reading. ESL strategies, including TPR, linear arrays, graphic organizers, sentence frames, etc. support the academic language acquisition.

d. There are no long term ELLs currently at our school.

6. --Our Special Education ELLs receive their mandated ESL services in accordance with their IEPs, via a pull-out 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.

--They are invited to attend the after school Title III program, co-taught by a Licensed Special Education teacher and an ESL teacher.

-- Identified for support from our AIS team.

--AIS providers, ESL teachers and classroom teachers are involved in an ongoing collaboration to match level specific programs geared toward the child reaching his/her particular goal. The following programs are utilized during evaluation and planning: Great Leaps Reading and Math, Foundations, Soar to Success, Wilson, ELL on line programs (Starfall.com).

7. The ESL teacher, Speech teacher and other therapists meet at the beginning of the school year to organize scheduling, so that the diverse needs of ELL-SWDs are fully met and that the students receive all mandated services as per their IEPs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

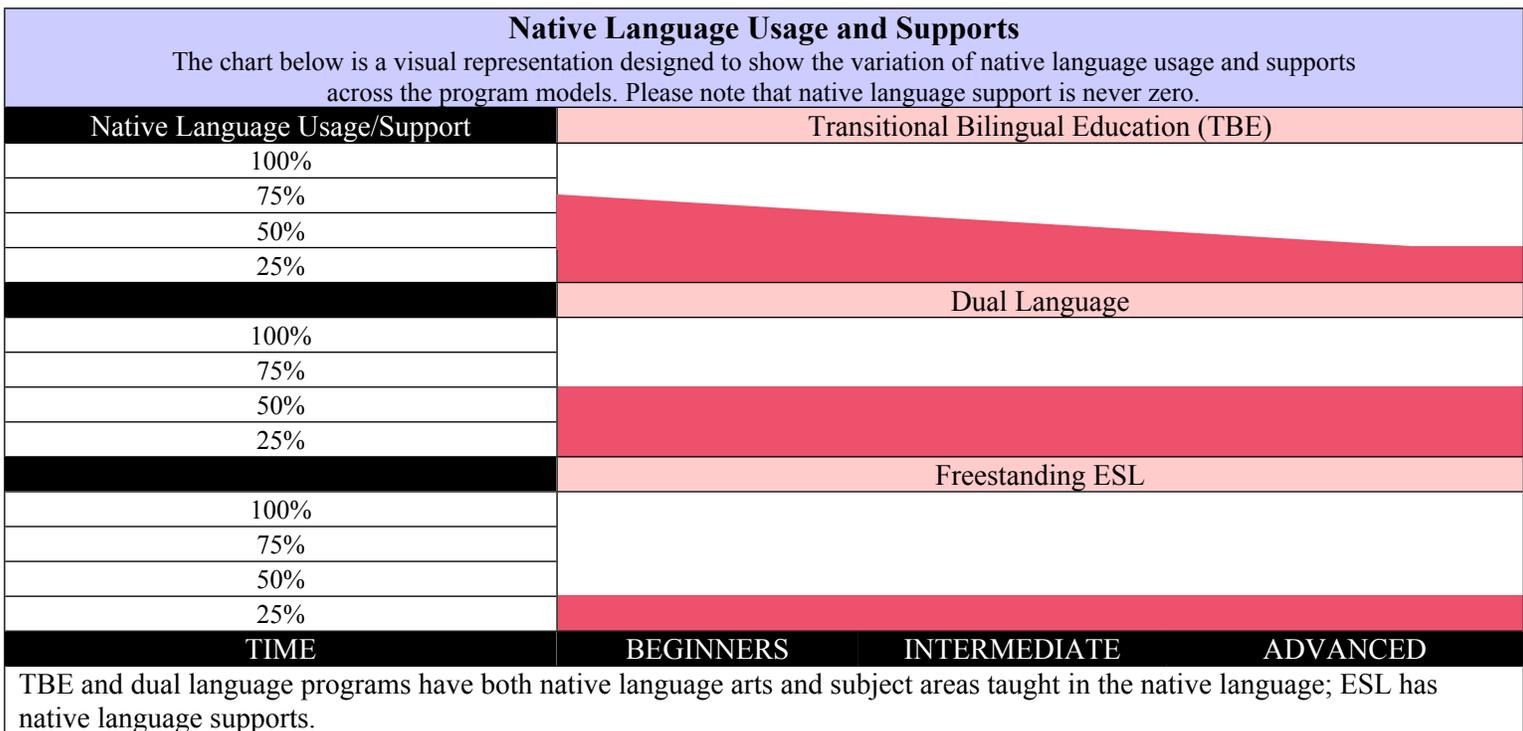
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A		N/A	N/A
Social Studies:	N/A		N/A	N/A
Math:	N/A		N/A	N/A
Science:	N/A		N/A	N/A

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
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. 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 "enVision Math" (in grades K-

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. 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 "enVision Math" (in grades K-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.
9. Our Former ELLs are serviced by our 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 City Standards.
10. We're fortunate to be able to keep our existing Title III Afterschool program, eventhough the number of sessions will have to be reduced due to budgetary limitations. We will continue to offer Title III to all ELLs in grades 3, 4 and 5. Instruction will be aligned to the Common Core State Standards. Students will work in small groups, on units of study, that incorporate academic language development and test preparation.
11. Due to budgetary limitations we might have to reduce the number of Title III Afterschool program classes as well as the English/Technology classes for the parents. We are not planning to discontinue any programs/services for our ELL students.
12. 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 during school as well as after school. All students, including ELLs, are invited to participate in the school Choir and the Studio in a School arts program. Remedial and accelerated programs are offered to ALL students, including ELLs, based on needs, as determined by assessments.
13. Technology is incorporated into instruction for all students, including ELLs. ESL, classroom teachers and technology clusters plan cooperatively to insure that technology is integrated and project based learning takes place throughout the day. The school uses the Renzulli enrichment program, Roseta Stone, Starfall. com programs (for newcomers), and other resources for research and on-going projects.
14. Newcomers are "buddied" up with students who speak their native language, whenever possible. Students use native language dictionaries and glossaries throughout the year. Seven languages are spoken by the staff of PS 254, which is very helpful in communicating with students and parents. Students also use websites such as WordWorld and computer translations as learning tools to support native language. Students in grades 3-5 may take content area state exams in their native language, as per State regulations.
15. All services and resources are age and grade appropriate.
16. Each spring, we have an open house for parents of all incoming Kindergarten students, including potential ELLs. Parents receive information about the school and the ESL programs during this meeting and registration. Additional information is provided during ESL orientation.
17. Currently there are no language electives offered to any students at P.S. 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?

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)?

Paste response to questions 1-5 here

N/A

--Professional Development is provided to general and special education teachers highlighting ESL strategies and methodologies in content areas and special attention is given to building academic vocabulary for ELLs.

--Workshop topics to be covered: ESL Standards and Approaches to ESL Instruction; Levels of English Literacy development and language analysis; Test taking strategies; Developing Reading and Writing Proficiency; Model lessons (push-in), ELL Mathematics and Content are vocabulary.

2. Staff receives professional development to support ELLs as they transition to middle school from our Guidance Counselor, Parent Coordinator and Assistant Principal. Staff is invited to attend Family Open Houses which provide middle school information. In addition, bilingual staff and translation services are available to assist staff in communicating with the families. ESL teachers also receive training from the SBST and are available to answer any questions.

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?

Paste response to questions 1-4 here

1.-- All parents, including the parents of ELL students, are invited to attend all school events and meetings. Translators are available at all school events. The Parent Teacher Association is very active in many fundraising activities for our school: Book Fair, Holiday Boutique, Mother's Day Plant Sale, Annual dance, Octoberfest , Winter/Spring Concert, etc. ELL parents are active volunteers in our school community, including the Studio in a School program and the above events.

-- The Parent Coordinator has ongoing workshops for Kindergarten and Middle school parents, CPR for parents, as well as other workshops throughout the year. She provides community resources and information (for free or at low cost) to cultural programs for all the parents including the ESL parents.

--As per Title III budget we offer orientation sessions and content area workshops for parents throughout the school year.

-- Test preparation workshops before the ELA, Math, Science, and NYSESLAT tests.

--ESL and Technology classes.

2. At this time our school does not partner with any agency.

3. --Parent Needs Assessments are distributed by the Parent Coordinator and the 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 events.

-- There is a translation team, consisting of staff members, a Family Worker, Parent Coordinator and parents.

-- Translation keyboards are used to type correspondence with parents.

-- Types of workshops 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)	7	0	3	3	1	2								16
Intermediate(I)	8	2	5	5	2	2								24
Advanced (A)	15	12	3	7	3	4								44
Total	30	14	11	15	6	8	0	0	0	0	0	0	0	84

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	0	1	0	1	2							
	I	4	1	2	1	2	2							
	A	16	12	4	2	1	3							
	P	24	10	5	9	5	3							
READING/ WRITING	B	9	0	3	3	0	2							
	I	7	2	5	6	2	2							
	A	13	4	3	7	4	2							
	P	16	17	1	2	3	4							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	12	0	0	14
4	0	6	1	0	7
5	3	2	3	0	8
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	1	9	0	3	1	2	0	17
4	0	0	1	0	5	2	1	0	9
5	1	1	3	0	2	0	3	0	10

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6									0
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	0	0	7	0	2	0	9
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
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. 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 academic 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 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 majority of ELLs who took the ELA last year scored at Levels 2 and 3, indicating they are approaching and/or meeting standards. In math, the majority of our ELLs scored at Levels 2 or 3 (13 students at Level 2, 13 students are Level 3, 6 at level 4). Most of these students took these tests for the first time and many of them have IEPs. Additionally, 9 of our 4th Grade ELLs took the NYS Science Assessment in Spring 2011. Seven students scored at Level 4, two students at Level 3. This shows that our students were able to use prior knowledge regardless of language abilities. We will continue to strive to increase academic knowledge and English language skills for all our ELLs.
- N/A
- The success of our ESL program is measured by the NYS test results including ELA, math, science and NYSESLAT. The results for 2011 NYSESLAT show that 31 K- 5th grade students achieved English proficiency. The listening/speaking modalities are acquired faster than reading and writing as evidenced by the modality analysis of the 2011 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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **22K254** School Name: **P.S. 254**

Cluster: _____ Network: **605**

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 needs assessment survey was distributed to the parents of our students. 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.), requested 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 well as to the rest of the parents. 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.

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 increased 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
- 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.

Oral interpretation is provided by our in-house translation team and parent volunteers during registration and/or orientation, Parent Association meetings, parent workshops, Parent Teacher conferences, individual parent meetings, and all school events. Oral interpretation is ongoing throughout the year, as the need arises.

We will contact the Translation and Interpretation Unit for the over-the-phone interpretation services if the need arises.

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 has increased. Parents feel more comfortable coming to school and attend different functions. As a result, they're more involved in their childrens' education and are better able to help their children to succeed in school.

Translators are provided to not only ELL parents, but to the parents of the entire school population.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S.254	DBN: 22K254
Cluster Leader: Jose Ruiz	Network Leader: Wendy Karp
This school is (check one): ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: As of September 2011, there are 121 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 2, 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 2011 -2012 school year, we plan to provide 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 30 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 Special Education teachers. A supervisor will be in attendance for all sessions. The students will receive additional instruction in literacy, science, 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,

Part B: Direct Instruction Supplemental Program Information

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.

Part C: Professional Development

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

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

Begin description here: As mandated by Jose P., we provide professional development to the whole school staff, including teachers, paraprofessionals, administration, SBST members, etc. Our ESL Teachers/Coordinators and our Network Achievement Coach provide the mandatory 7.5 hours of ESL training. Our Network Achievement Coach works with individual classroom teachers to assist them with the instruction for ELLs. These professional developments are delivered during faculty conferences, grade conferences, after school sessions and on the Chancellor's Professional Development Days. Attendance records are recorded and logged.

--Professional Development is provided to general and special education teachers highlighting ESL strategies and methodologies in content areas and special attention is given to building academic vocabulary for ELLs.

--Workshop topics to be covered: ESL Standards and Approaches to ESL Instruction; Levels of English Literacy development and language analysis; Test taking strategies; Developing Reading and Writing Proficiency; Model lessons (push-in), ELL Mathematics and Content area vocabulary, and Instructional Shifts in Literacy and Mathematics for grades 3-5.

2. Staff receives professional development to support ELLs as they transition to middle school from our Guidance Counselor, Parent Coordinator and Assistant Principal. Staff is invited to attend Family Open Houses which provide middle school information. In addition, bilingual staff and translation services are available to assist staff in communicating with the families. ESL teachers also receive training from the SBST and are available to answer any questions.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: Parent Orientation sessions and workshops will be ongoing throughout the school year. Parents are notified in writing. All notices are translated by our translation team members into as many languages as needed. We plan to schedule parent workshops in the evenings, facilitated by (2) certified ESL teachers and/or 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 be technology. These classes will be held once a week and last for (2) hours each session. ELA, math and a science workshop will be offered for parents prior to the 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.

It is important to note that with the availability of these workshops and translation services, the parents feel more comfortable coming to school and attend different functions. They are more involved in their childrens' education and are better able to help their children to succeed in school.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		